

Manor Independent School District

Oak Meadows Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: C



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

Demographics Summary

Oak Meadows Elementary School serves approximately 490 students in grades Pre-K-5 for the 2025-2026 school year. This is a Title I campus that includes a program that serves One Way Dual Language, GT, and Special Education programs.

The campus is consists of 83% economically disadvantaged, 70% At Risk Students, and 11% Gifted an Talented. Oak Meadows offers free breakfast and lunch to 100% of the students. The student population make up is as follows: 78% Hispanic, 18% African American, 2% White and 3% Other.

Demographics Strengths

Families, students, and school partners have a strong sense of community and appreciation for learning. Students adhere to the school wide discipline plan as there are fewer ISS and OSS's from prior years.

The One-Way Dual Language program is supported by staff and parents. Students are becoming biliterate and a strong support system of being bilingual is being created on our campus.

Fourth and Fifth grade students performed above STAAR district level performance in extended constructed responses for Writing.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 100% of our Spanish testing and Special education students are writing below grade level for their extended constructed responses on STAAR.

Root Cause: LPAC and Sped Accommodations for writing need to be developed by the teachers and implemented with fidelity for scholars who qualify for these supports.

Problem Statement 2 (Prioritized): Overall campus attendance is below 95%.

Root Cause: Students with chronic attendance issues are not showing improvement. Truancy needs to be filed on families that do not show improvement.

Student Learning

Student Learning Summary

Our school has identified several key areas that require our focused attention to enhance the educational experience and outcomes for our students. Firstly, we recognize the importance of improving literacy skills across all grade levels. This involves implementing targeted interventions and support systems to ensure that every student can achieve proficiency in reading and writing, which are foundational skills for academic success.

Amplify					
Grade Level	Well Below Benchmark	Below Benchmark	At Benchmark	Above Benchmark	
K-Monolingual	61%	13%	22%	4%	
K-Bilingual	14%	15%	46%	26%	
1st-Monolingual	50%	14%	18%	18%	
1st-Bilingual	21%	30%	47%	3%	
2nd-Monolingual	27%	9%	37%	27%	
2nd-Bilingual	20%	17%	32%	32%	
Istation					
	Level 1	Level 2	Level 3	Level 4	Level 5
3rd	58%	14%	10%	4%	8%
3rd Sp	50%	20%	11%	11%	3%
4th	50%	19%	14%	8%	3%
4th Sp	26%	33%	14%	12%	16%
5th	56%	18%	6%	33%	2%
5th Sp	32%	11%	21%	23%	6%

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

On grade level (Meets category):

Reading	29% Meets, 9% Masters
Math	24% Meets, 8% Masters
Science	4% Meets, 1% Masters

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

Reading			52%		
Math			52%		
IREADY MATH EOY 2024-2025 PERCENTILE					
	Mid/Above	On Level	One Below	2 Below	3+Below
Kinder	17%	17%	61%	0%	0%
Kinder Sp	42%	33%	26%	0%	0%
1st	32%	27%	32%	0%	0%
1st Sp	85%	0%	6%	3%	0%
2nd	29%	25%	29%	17%	0%
2nd Sp	24%	30%	46%	32%	0%
3rd	15%	17%	42%	21%	2%
3rd Sp	12%	14%	48%	12%	14%
4th	21%	24%	41%	14%	5%
4th Sp	51%	33%	28%	12%	5%
5th	23%	29%	29%	13%	13%
5th Sp	19%	23%	25%	17%	17%

Student Learning Strengths

Oak Meadows Elementary
Generated by Plan4Learning.com

- Majority of the students have become proficient in using technology to learn.
- 64% of 2nd Grade monolingual students are on or above grade level in Reading according to EOY Amplify,
- 72% of Kinder bilingual students are on or above grade level in Reading according to EOY Amplify.
- 85% of 1st Grade bilingual students are above grade level in Math according to EOY iReady.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): EOY iReady formative assessments data reflects that 50% of students are below grade level in Math.

Root Cause: Math-Though we have seen an 8% growth in this category from the prior year, there is still gaps, especially in the upcoming 4th graders, who scored 28% proficient in this category. Professional learning for teachers on using concrete and pictorial models to support conceptual understanding of base ten number sense to support the high percentage of students identified for learning disabilities.

Problem Statement 2 (Prioritized): EOY Amplify formative assessments data reflects that 74% monolingual kindergarten students are reading below grade level. 64% of 1st grade monolingual students are below grade level.

Root Cause: Change of monolingual kindergarten teacher occurred this year. A need for more instructional time with foundational skills is needed during the ELAR block for primary grade levels.

Problem Statement 3 (Prioritized): 72% students failed the 5th grade Science STAAR test.

Root Cause: New 2024 Science TEKS lesson plan development is needed that includes interpreting diagrams and tables and spiraling recurring themes and concepts with rigorous question prompts.

School Processes & Programs

School Processes & Programs Summary

- New Math curriculum, Bluebonnet Learning, which covers 100% of the TEKS, will be implemented this year.
- New 2021 Science TEKS have been implemented for the 2024-2025 school year.
- OME has a instructional coach, and an interventionist to help build a strong foundation of Reading and Math.
- Weekly PLCs support professional learning to support Tier1 instruction.
- Oak Meadows is in year five of a school wide Restorative discipline plan. Students and teachers understand and implement consistently the personal accountability tenet that is at the core of the restorative plan. Students and parents know the importance of students making good choices in order to build character and work toward college/career/military ready. The school utilizes the services of the school counselor and PBIS systems to support appropriate behavior expectations.

School Processes & Programs Strengths

- Several character building systems are in place, including a consistent and effective schoolwide discipline plan. Survey results reinforce students and faculty feeling safe on the OME campus.
- The One-Way Dual Language program 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.
- Our PLCs program builds teacher capacity.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students who need additional reteach or intervention support are not being pulled or progress monitored consistently.

Root Cause: Campus wide MTSS process has not been created that tracks tier 2 and tier 3 students progress and reviewed with teachers.

Problem Statement 2 (Prioritized): 68% of 5th grade students are not performing on grade level according STAAR 2025 results.

Root Cause: Teacher knowledge of how to close gaps is needed due to non-reading students in 4th and 5th grade. Students in 1st-3rd grade are not reading on grade level.

Problem Statement 3 (Prioritized): Two way communication with parents knowing their child's ability and progress is not occurring on a consistent basis.

Root Cause: There is not a culture to inform parents of progress beyond progress reports and report cards.

Perceptions

Perceptions Summary

- Oak Meadows Elementary School had a total of 26 classroom K-6 teachers and 5 Specials Areas teachers. All other teachers and professional staff are highly qualified to serve the OME students. Staff retention is at 91% for the 2025-2026 school year.
- TASB Principal survey results show that 89% of staff feel supported by the Principal.
- Parent engagement has increased as families have volunteered to support events.

Perceptions Strengths

- Vertical content area PLCs are implemented and will increase for the 2025-2026 school year.
- Weekly PLC focus on data and student artifacts to measure student progress.

Priority Problem Statements

Problem Statement 1: Students who need additional reteach or intervention support are not being pulled or progress monitored consistently.

Root Cause 1: Campus wide MTSS process has not been created that tracks tier 2 and tier 3 students progress and reviewed with teachers.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: 72% students failed the 5th grade Science STAAR test.

Root Cause 2: New 2024 Science TEKS lesson plan development is needed that includes interpreting diagrams and tables and spiraling recurring themes and concepts with rigorous question prompts.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: EOY iReady formative assessments data reflects that 50% of students are below grade level in Math.

Root Cause 3: Math-Though we have seen an 8% growth in this category from the prior year, there is still gaps, especially in the upcoming 4th graders, who scored 28% proficient in this category. Professional learning for teachers on using concrete and pictorial models to support conceptual understanding of base ten number sense to support the high percentage of students identified for learning disabilities.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: EOY Amplify formative assessments data reflects that 74% monolingual kindergarten students are reading below grade level. 64% of 1st grade monolingual students are below grade level.

Root Cause 4: Change of monolingual kindergarten teacher occurred this year. A need for more instructional time with foundational skills is needed during the ELAR block for primary grade levels.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Overall campus attendance is below 95%.

Root Cause 5: Students with chronic attendance issues are not showing improvement. Truancy needs to be filed on families that do not show improvement.

Problem Statement 5 Areas: Demographics

Problem Statement 6: 68% of 5th grade students are not performing on grade level according STAAR 2025 results.

Root Cause 6: Teacher knowledge of how to close gaps is needed due to non-reading students in 4th and 5th grade. Students in 1st-3rd grade are not reading on grade level.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Two way communication with parents knowing their child's ability and progress is not occurring on a consistent basis.

Root Cause 7: There is not a culture to inform parents of progress beyond progress reports and report cards.

Problem Statement 7 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
- HB3 CCMR goals
- 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
- Accountability Distinction Designations
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- 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
- 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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- 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
- 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
- T-TESS 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: By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

Performance Objective 1: 65% of K-2nd grade students will be on grade level for Reading as measured by Amira Istation data by May 2026.. Overall RLA STAAR 2026 will reflect that students will perform at 35% Meets and 20% Masters level.





High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Using data from formative and summative assessments, 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. Title I: 2.51, 2.53 - 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 - Targeted Support Strategy Problem Statements: Student Learning 2 - School Processes & Programs 2 Funding Sources: Guided instructional materials in Spanish - Local Funds - \$1,500	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Students are able to write in complete sentences and writing is centered around the central idea.</p> <p>Staff Responsible for Monitoring: Classroom teachers, IC, Administration</p> <p>Title I: 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Funding Sources: Writing resources to help with developing the writing process and grammar mechanics. - Local Funds - \$1,000</p>		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: admin, instructional coach, bilingual interventionist, and classroom teachers.</p> <p>Title I: 2.51</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 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: extra duty pay for tutoring - Local Funds - \$3,000</p>		Formative			Summative
		Oct	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Assign ILT members to monitor a cohort of students (e.g., 15-20 students each, representing diverse grade levels and needs). Use a shared digital tracker (Google Sheet, Incident IQ notes, or a simple database) to log interactions, supports, and progress. Include both academic indicators (grades, assessments, interventions) and relational indicators (student check-ins, participation in activities, parent contact). Strategy's Expected Result/Impact: Increase in awareness of students' behavioral and academic needs. Staff Responsible for Monitoring: instructional leadership team and teachers Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 3		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: EOY Amplify formative assessments data reflects that 74% monolingual kindergarten students are reading below grade level. 64% of 1st grade monolingual students are below grade level. Root Cause: Change of monolingual kindergarten teacher occurred this year. A need for more instructional time with foundational skills is needed during the ELAR block for primary grade levels.
School Processes & Programs
Problem Statement 1: Students who need additional reteach or intervention support are not being pulled or progress monitored consistently. Root Cause: Campus wide MTSS process has not been created that tracks tier 2 and tier 3 students progress and reviewed with teachers. Problem Statement 2: 68% of 5th grade students are not performing on grade level according STAAR 2025 results. Root Cause: Teacher knowledge of how to close gaps is needed due to non-reading students in 4th and 5th grade. Students in 1st-3rd grade are not reading on grade level. Problem Statement 3: Two way communication with parents knowing their child's ability and progress is not occurring on a consistent basis. Root Cause: There is not a culture to inform parents of progress beyond progress reports and report cards.





Goal 1: By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

Performance Objective 2: 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 10% increase with on grade level mastery of content in Math from the prior year by May 2026.

High Priority
HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the mid and end module Bluebonnet Math assessment data to track student progress and provided 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 Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Professional learning will occur during PLCs, staff meetings, and mini clinics to support utilizing the new Math HQIM with the creation of strong tier 1 lessons. 10 meetings with the curriculum representative be strategically set up to support planning using UBD. Strategy's Expected Result/Impact: An increase with tier 1 instruction resulting in a 10% growth of on grade level mastery on common assessments and iReady data. Staff Responsible for Monitoring: teachers, instructional coach, admin Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1 Funding Sources: - Local Funds - \$1,500	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will use data from IXL's Real Time Diagnostic Action Plan 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 Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: EOY iReady formative assessments data reflects that 50% of students are below grade level in Math. **Root Cause:** Math-Though we have seen an 8% growth in this category from the prior year, there is still gaps, especially in the upcoming 4th graders, who scored 28% proficient in this category. Professional learning for teachers on using concrete and pictorial models to support conceptual understanding of base ten number sense to support the high percentage of students identified for learning disabilities.

School Processes & Programs

Problem Statement 1: Students who need additional reteach or intervention support are not being pulled or progress monitored consistently. **Root Cause:** Campus wide MTSS process has not been created that tracks tier 2 and tier 3 students progress and reviewed with teachers.

Goal 1: By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

Performance Objective 3: All staff will work towards increasing attendance by 2% from the prior year and reaching our campus attendance goal of 95%.

High Priority

Evaluation Data Sources: weekly attendance data

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in student attendance for students who are chronically absent or tardy.</p> <p>Staff Responsible for Monitoring: parent liason, counselor, classroom teachers, admin.</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: incentives for students - Local Funds - student activity fund - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Attendance incentives to encourage students to come to school.</p> <p>Strategy's Expected Result/Impact: increase in attendance</p> <p>Staff Responsible for Monitoring: admin and parent liaison</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: incentives for students who improve their attendance - Local Funds - 461-student activity fund - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue





Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: Overall campus attendance is below 95%. **Root Cause:** Students with chronic attendance issues are not showing improvement. Truancy needs to be filed on families that do not show improvement.

Goal 1: By 2026, 100% of Manor ISD scholars will graduate prepared for college, career, trade, and/or military services based upon their individual goals.

Performance Objective 4: By May 2026, OME will progress monitor and provide additional target support in order to increase the Student Group CTG Scaled Score by 4 percentage points for the Special Education subpopulation group.

Strategy 1 Details	Reviews			
Strategy 1: Implement evidence based instructional strategies and scaffolds aligned to TEKS during Tier 1 instruction. Strategy's Expected Result/Impact: Increase with on grade level Reading and Math performance Staff Responsible for Monitoring: Teachers, admin, case managers Title I: 2.51 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Increase inclusion support to help scaffold on grade level support in the general education classroom. Strategy's Expected Result/Impact: Increase with on grade level Reading and Math performance. Staff Responsible for Monitoring: teachers, admin, case manager Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

School Processes & Programs

Problem Statement 2: 68% of 5th grade students are not performing on grade level according STAAR 2025 results. **Root Cause:** Teacher knowledge of how to close gaps is needed due to non-reading students in 4th and 5th grade. Students in 1st-3rd grade are not reading on grade level.

Goal 2: By 2026, 100% of Manor ISD communication to all scholars, family, staff, & community members will be interactive, accurate, timely, & accessible to ensure the Manor ISD community is routinely informed.

Performance Objective 1: 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 on a weekly basis.

High Priority

Evaluation Data Sources: Principal newsletter, PeachJar, emails, phone calls, and social media.

Strategy 1 Details	Reviews			
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 Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3 Funding Sources: - Local Funds - 500	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Classroom teachers will communicate students' academic and behavior progress on a monthly basis. Strategy's Expected Result/Impact: Increase in parental involvement and partnership with the school Staff Responsible for Monitoring: classroom teacher Title I: 2.51 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs





Problem Statement 3: Two way communication with parents knowing their child's ability and progress is not occurring on a consistent basis. **Root Cause:** There is not a culture to inform parents of progress beyond progress reports and report cards.

Goal 3: By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.

Performance Objective 1: 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 Sources: Sign in sheets from: Meet the Teacher, ELL Night, Dual Language Night, PTA events.

Strategy 1 Details	Reviews			
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 be STAAR parent support and appropriate technology use for students at home and school. Strategy's Expected Result/Impact: Increase in family participation and engagement Staff Responsible for Monitoring: Parent Liaison, Admin TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Title One Funds - Title I, Part A - \$2,500	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
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 and parent liaison ESF Levers: Lever 3: Positive School Culture Funding Sources: - Title I, Part A - \$2,500	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: OME will host an ARD/IEP parent workshop focused on the progress and home support strategies. Strategy's Expected Result/Impact: Increase in parent support and communication Staff Responsible for Monitoring: Parent liaison, teachers, admin, case managers Title I: 2.533 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Two way communication with parents knowing their child's ability and progress is not occurring on a consistent basis. Root Cause: There is not a culture to inform parents of progress beyond progress reports and report cards.

Goal 4: By 2026, 100% Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all necessary resources and supports.

Performance Objective 1: Teachers will ensure that students have access to their adaptive education programs and are utilizing them for the district recommended times 4x week for 60 minutes per day in Reading and Math.

Evaluation Data Sources: Monthly reports of student progress.





Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: EOY iReady formative assessments data reflects that 50% of students are below grade level in Math. Root Cause: Math-Though we have seen an 8% growth in this category from the prior year, there is still gaps, especially in the upcoming 4th graders, who scored 28% proficient in this category. Professional learning for teachers on using concrete and pictorial models to support conceptual understanding of base ten number sense to support the high percentage of students identified for learning disabilities.</p> <p>Problem Statement 2: EOY Amplify formative assessments data reflects that 74% monolingual kindergarten students are reading below grade level.64% of 1st grade monolingual students are below grade level. Root Cause: Change of monolingual kindergarten teacher occurred this year. A need for more instructional time with foundational skills is needed during the ELAR block for primary grade levels.</p>

Goal 4: By 2026, 100% Manor ISD scholars, staff, campuses, and school communities will have equitable access to innovative academic, human, financial, capital, technological, and all necessary resources and supports.

Performance Objective 2: Admin team and Instructional coach will coach 3 teachers on a 4 week cycle to support a target area using the Get Better Faster Scope and Sequence. Instructional leadership team will collaborate and attend with weekly PLCs 90%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Using the Get Better Faster Scope and Sequence, the ILT will support teacher development of pedagogical and academia skills through coaching sessions for teachers, feedback from walkthroughs, and collaboration during PLCs every semester. Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction - Targeted Support Strategy Problem Statements: Student Learning 1, 2 Funding Sources: - Local Funds				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 1: EOY iReady formative assessments data reflects that 50% of students are below grade level in Math. Root Cause: Math-Though we have seen an 8% growth in this category from the prior year, there is still gaps, especially in the upcoming 4th graders, who scored 28% proficient in this category. Professional learning for teachers on using concrete and pictorial models to support conceptual understanding of base ten number sense to support the high percentage of students identified for learning disabilities. Problem Statement 2: EOY Amplify formative assessments data reflects that 74% monolingual kindergarten students are reading below grade level.64% of 1st grade monolingual students are below grade level. Root Cause: Change of monolingual kindergarten teacher occurred this year. A need for more instructional time with foundational skills is needed during the ELAR block for primary grade levels.

Goal 5: By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.

Performance Objective 1: 100% of staff at OME will continue to model Restorative Discipline practices that foster student ownership of their behavior.

Evaluation Data Sources: referral data, positive referral data





Strategy 1 Details	Reviews			
Strategy 1: Teachers will model how to complete student reflections sheets and ensure students complete it as it is part of the behavioral restorative discipline practice. Strategy's Expected Result/Impact: Student ownership and reflective of their behavior Staff Responsible for Monitoring: Teachers, counselor, and admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The counselor will establish the use of the Positivity Project which teachers will use to instruct daily to support social emotional learning. Strategy's Expected Result/Impact: Students will focus on weekly, positive, character traits that support a positive school climate. Staff Responsible for Monitoring: admin, counselor, teachers Title I: 2.531 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local Funds - \$800	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: The school counselor will create a student led committee to create a school wide project that meets the No Place for Hate criteria. The committee will oversee the implementation of the school wide activity. Strategy's Expected Result/Impact: Decrease in bullying. Staff Responsible for Monitoring: admin, counselor, teachers Title I: 2.531 - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local Funds - student activity funds - \$300	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: By 2026, Manor ISD will proactively provide facilities to ensure 100% of scholars will have safe, well-maintained, environmentally sustainable, and community accessible facilities.

Performance Objective 2: School wide PBIS campus practices will be vertically and horizontally aligned behavior support systems to maintain a positive school wide culture. Campus wide SEL lessons using positivity project with a weekly character trait focus.

Evaluation Data Sources: Usage of common language and practices in classrooms and common areas. A decrease in the number of behavior referrals.





Strategy 1 Details	Reviews			
Strategy 1: PBIS committee comprised of classroom teachers and support staff will meet every 9 weeks to review the PBIS expectations and its implementation. Strategy's Expected Result/Impact: Continual focus on campus wide behavioral expectations and consist behavior practices. Staff Responsible for Monitoring: all staff Title I: 2.533 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - Local Funds - \$300	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Professional development at the beginning and middle of the year with all staff to review campus wide CHAMPS and PBIS expectations. Strategy's Expected Result/Impact: Alignment throughout staff. Staff Responsible for Monitoring: principal and asst. principal Title I: 2.533 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: purchase of CHAMPS books for staff - Local Funds - \$500	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.

Performance Objective 1: Committees will meet once every nine weeks to provide input towards their committee's objectives to meet the campus wide goals.

Evaluation Data Sources: Committee recommendations are being implemented.

Strategy 1 Details	Reviews			
Strategy 1: Develop a campus leadership team that includes team leads from every grade level. This creates a cohesive community where ideas and concerns are shared. The team will meet twice per 9 week period. Strategy's Expected Result/Impact: Cohesive, positive, school community Staff Responsible for Monitoring: admin, team leads ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: 5 Staff meetings will be teacher or committee led to support campus growth. Strategy's Expected Result/Impact: Horizontal and vertical alignment of best, innovative, teaching practices. Staff Responsible for Monitoring: admin, Instructional leadership team. Title I: 2.534 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - Local Funds - \$500	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Instructional Leadership team will meet weekly to support the campus with best practices of academics and SEL. The team will focus on the implementation of instructional absolutes and alignment of content standards both vertically and horizontally. Strategy's Expected Result/Impact: Consistent implementation of Instructional absolutes campus wide. Staff Responsible for Monitoring: admin and ILT team. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Campus wide theme for the year that includes staff shirts, book study, and events that occur throughout the year. Strategy's Expected Result/Impact: Unifying new and returning staff. Staff Responsible for Monitoring: admin and social committee TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - Local Funds - \$800	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Mayra Garcia	Parent Liasion	Family Engagement	1.0
Tiffany Berry	Instructional Coach	ELA	1.0

Campus Funding Summary

Local Funds					
Goal	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
1	2	2			\$1,500.00
1	3	1	incentives for students	student activity fund	\$1,000.00
1	3	2	incentives for students who improve their attendance	461-student activity fund	\$1,000.00
2	1	1		500	\$0.00
4	2	1			\$0.00
5	1	2			\$800.00
5	1	3		student activity funds	\$300.00
5	2	1			\$300.00
5	2	2	purchase of CHAMPS books for staff		\$500.00
6	1	2			\$500.00
6	1	4			\$800.00
Sub-Total					\$12,200.00
Budgeted Fund Source Amount					\$20,000.00
+/- Difference					\$7,800.00
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Title One Funds		\$2,500.00
3	1	2			\$2,500.00
Sub-Total					\$5,000.00
Budgeted Fund Source Amount					\$11,524.00
+/- Difference					\$6,524.00
Grand Total Budgeted					\$31,524.00
Grand Total Spent					\$17,200.00

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$14,324.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

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
Pregnancy Related Services	Whole Child Coordinator & Director of Health & Wellness	9/2/2025	Dr. Christopher Harvey	9/2/2025
Post-Secondary Preparedness	Director of Counseling	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	Directors of Counseling & Guidance and 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