

**Manor Independent School District**  
**Oak Meadows Elementary**  
**2022-2023 Campus Improvement Plan**



# 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 400 students in grades K-6 for the 2022-2023 school year. This is a Fine Art Academy & Title I campus that includes a program that serves One Way Dual Language, Early Exit, GT, and Special Education programs.

The campus is consists of 93% economically disadvantaged, 70% At Risk Students, and 9% 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 few 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.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Students are reading below grade level and do not have strong comprehension skills. Students lack foundational numerical fluency skills. 93% of students are Eco. Disadvantage and 62% are ELL. **Root Cause:** There is little support at home and gaps due to a loss of learning due to COVID created an even deficiency. A lack of a consistent intervention time on campus.

## Student Learning

### Student Learning Summary

For the 2021-2022 school year, students worked remotely and in-person. Disruptions in learning occurred throughout the year and was a root cause for a significant drop in mastery.

Student performance for the 2021-2022 State STAAR standardized testing:

#### On grade level (Meets category):

3rd Grade Reading: 21%	3rd Grade Math: 23%
4th Grade Reading: 43%	4th Grade Math: 25%
5th Grade Reading: 29%	5th Grade Math: 22%
6th Grade Reading: 11%	6th Grade Math: 11%
5th Grade Science: 22%	

#### Above Grade Level (Masters):

3rd Grade Reading: 15 %	3rd Grade Math: 9%	
4th Grade Reading: 7 %	4th Grade Math: 11%	
5th Grade Reading: 16%	5th Grade Math: 14%	5th Grade Science: 10%
6th Grade Reading: 5%	6th Grade Math: 2%	

**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.**

3rd Grade Reading: 43%

3rd Grade Math: 48%

4th Grade Reading: 69%

4th Grade Math: 56%

4th Grade Writing: 79%

5th Grade Reading: 42%

5th Grade Math: 73%

5th Grade Science: 75%

### Student Learning Strengths

Majority of the students have become proficient in using technology to learn.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Reading -Domain 1 STAAR scores reflect that: 3rd Grade-60% 4th Grade-35% 5th Grade-31% 6th Grade-66% students are reading below grade level and did not pass STAAR. **Root Cause:** COVID-19 negative impact on student learning. Tier 1 lessons are not aligned to the rigor of the TEKS. Many students are reading two to three grade levels below.

**Problem Statement 2 (Prioritized):** Math-Domain 1 STAAR scores reflect that: 3rd Grade: 49% 4th Grade:49% 5th Grade:43% 6th Grade:52% students are below grade level in Math and did not pass STAAR **Root Cause:** COVID-19 negative impact on student learning. Tier 1 lessons are not aligned to the rigor of the TEKS. Staffing of teachers played a large role.

## School Processes & Programs

### School Processes & Programs Summary

- Oak Meadows is phasing in 4th grade One-Way Dual Language. This year DL is supported from K-4th grade. 5th-6th grade will provide an Early Exit program. In order to provide quality instruction, recruitment of a highly qualified bilingual staff, including a bilingual interventionist, is a priority.
- Due to a high turnover rate of staff, administrative support for newly hired staff is necessary to ensure we have vertical and horizontal alignment. New admin and counselor at OME bring a change to leadership. This change will help to foster in innovative practices to support closing in achievement gaps and student achievement.
- OME has a literacy coach, math interventionist, and bilingual interventionist to help build a strong foundation of Reading and Math.
- Oak Meadows is in year two 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, Communities In Schools, PBIS, Community Matters concepts and academic interventions to increase appropriate behavior.

### 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. Students also use the Stop, Walk and Talk bullying protocol to solve problems.
- The One-Way Dual Language program is being phased in which 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.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** The campus has implemented a systematic approach to tier 2 and tier 3 interventions that meet the needs of our LEP students but it continues to need time to improve its process. **Root Cause:** Implementation for vertical alignment for explicit phonics program on our campus using Esperanza.



# 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. Although we are Fine Arts Academy, there has not been a focus on development of the Arts and it's integration to academics.

For the past three years, there has been a high teacher turnover rate. This year it is at 53%.

There difficulty in finding effective bilingual teachers to serve OME students continues in Masnor ISD and OME. This makes it difficult to have consistency with our One Way Dual Language program.

The PTA has been a part of our school community but due to safety precautions of COVID, they were not able to participate and support like that have in the past. Participation from Spanish speaking families is low. A need for a bilingual PTA member who can help remove any language barriers families may have in participating.

## Perceptions Strengths

Oak Meadow Elementary's motto is "Preparing Great Students and Great People for the Future".

OME's Fine Arts Academy has been instrumental in attracting new students to the school. Competing against other private dance studios and placing 1st in the Showcase Dance Competition in San Antonio, TX sent far in establishing a positive view of the OME Fine Arts Program.

The community also enjoys 4 Fine Arts Performances (throughout the school year) that is free and open for everyone to attend.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** For the past 3 years, it has been very challenging to recruit and retaining effective teachers. There have been bilingual vacancies in the prior years. **Root Cause:** A need to create a positive campus climate with a shared vision to support the retention of staff.

# Priority Problem Statements

**Problem Statement 1:** Reading -Domain 1 STAAR scores reflect that: 3rd Grade-60% 4th Grade-35% 5th Grade-31% 6th Grade-66% students are reading below grade level and did not pass STAAR.

**Root Cause 1:** COVID-19 negative impact on student learning. Tier 1 lessons are not aligned to the rigor of the TEKS. Many students are reading two to three grade levels below.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Math-Domain 1 STAAR scores reflect that: 3rd Grade: 49% 4th Grade:49% 5th Grade:43% 6th Grade:52% students are below grade level in Math and did not pass STAAR

**Root Cause 2:** COVID-19 negative impact on student learning. Tier 1 lessons are not aligned to the rigor of the TEKS. Staffing of teachers played a large role.

**Problem Statement 2 Areas:** Student Learning

# 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 End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Prekindergarten Self-Assessment Tool
- 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**

- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

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

### **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:** Teachers at OME will continue to provide daily, explicit, phonics program, during the Reading block, to support struggling readers. This will result in an increase in the Meets performance category for Reading by 10 percentage points for 3rd-6th grade.






**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Running records, CBA's, STAAR, Common Assessments

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will receive professional development for a daily phonics program, using HMH for a portion of their reading block. This training will support struggling readers and give teachers the tools to teach phonics rules. Follow-up and refresher training will be given to ELA teams during staff meetings or one-on-one with the literacy coach.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will receive the necessary foundational phonemic awareness, blending and decoding skills to help with reading comprehension. ORF data will reflect an increase wpm and reading accuracy.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, literacy coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> One-Way DL teachers and all staff who support Bilingual literacy will receive Esperanza training in August. Continual support with the use of Esperanza from district throughout the year will foster the implementation and use of these practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Horizontal and vertical alignment with the implementation of the One Way DL program resulting with greater collaboration and support of teams. This will result in the desired oral language bridging, thus an increase in Reading comprehension and fluency with scholars.</p> <p><b>Staff Responsible for Monitoring:</b> Admin, K-3 Literacy coach</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Walkthroughs and running record data will be reviewed in PLCs on a monthly basis to review student progress of students who are below as well as on grade or above grade level. Additional support will be given by following up with PD of our tier1 and tier2 phonics instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Continual improvement of instructional practices through weekly coaching of teachers, thus an increase in Reading comprehension and fluency.</p> <p><b>Staff Responsible for Monitoring:</b> admin, literacy coach, bilingual interventionist, and classroom teachers.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Grades 2 and 3 teachers will attend the Reading Academy to help support implementation of best practices. Teachers will implement best practices in their daily instruction. These practices will improve tier 1 and tier 2 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in the percentage of students learning skills and reading on grade level.</p> <p><b>Staff Responsible for Monitoring:</b> admin, literacy coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>- Targeted Support Strategy</b></p>	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 3 times a year, teachers will conduct literacy screener for grades K-2. 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement with letter recognition, phonemic awareness, decoding and blending of words that will support reading fluency</p> <p><b>Staff Responsible for Monitoring:</b> teachers, instructional coach, admin, literacy coach, bilingual interventionists</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				








**Goal 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 implement tier 2 guided Math instruction to help support number sense and problem solving skills. This will increase the Meets performance in Math by 15 percentage points for 3rd-6th grade. iReady,, Think Up Math and Fast Focus Spiral Review Curriculum used.

**Evaluation Data Sources:** walkthroughs, CBA's, STAAR, Common Assessments








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Math teachers will use Lead4ward Field guides during PLCs to assist with planning to ensure targeted instruction and alternate ways of problem solving are examined and instructed to students. Alternate ways of problem solving will support students who do not learn in the traditional algorithm manner but as well as supporting students who are achieving at accelerated levels.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in exposure to the various, alternate ways to problem solve, resulting in greater comprehension o math concepts.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, instructional coach, admin</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Math teachers will ensure students are working on automaticity on a daily basis. They will give them 5 minutes of daily station work on automaticity and progress monitor. Students who do not make progress will have a weekly tier 2 re-teach on the skill. This will occur during independent practice while the teacher is pulling tier 2, small groups.</p> <p><b>Strategy's Expected Result/Impact:</b> This daily practice will build stamina and assist with students fact fluency.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, instructional coach</p> <p><b>TEA Priorities:</b> Improve low-performing schools</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will model and demonstrate the use of pictorial and/or concrete representations to solve word problems. Teachers will also, guide students to independently create their own pictorial representations so that they are not only solving using the traditional algorithm.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will learn math conceptually rather than procedurally. This will build their critical thinking and analytical skills.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, admin, instructional coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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**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 improving and reaching our campus attendance goal of 97%.

**Evaluation Data Sources:** weekly attendance data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent liaison, counselor, classroom teachers, and admin will work with admin will work diligently to assist families with students who have chronic attendance concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student attendance for students who are chronically absent or tardy.</p> <p><b>Staff Responsible for Monitoring:</b> parent liaison, counselor, classroom teachers, admin.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Attendance incentives to encourage students to come to school.</p> <p><b>Strategy's Expected Result/Impact:</b> increase in attendance</p> <p><b>Staff Responsible for Monitoring:</b> admin and parent liaison</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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 Eduphoria all attendance communication with families and seek out assistance from admin and the parent liaison when it becomes a chronic concern.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved communication between school and families.</p> <p><b>Staff Responsible for Monitoring:</b> classroom teachers and attendance clerk.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
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**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:** The physical education teacher and classroom teacher will monitor the goals and objectives of the coordinated health program.

**Evaluation Data Sources:** Fitnessgram

**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 5:** AVID binders to help support organizational skills and goal setting.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 5th and 6th grade scholars will organize and AVID binder that will contain success criteria and teachers will provide an opportunity for student reflection on the skills they are mastering as well as goal setting.</p> <p><b>Strategy's Expected Result/Impact:</b> Student mastery of concepts and skills. Students meeting their personal goals.</p> <p><b>Staff Responsible for Monitoring:</b> teachers, admin</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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. Agenda planners that have communication components for teacher/parent logs.

**Evaluation Data Sources:** weekly principal smores, Class Dojo, emails, phone calls, and social media.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Weekly principal smores and monthly teacher newsletters, communicate events and happenings through various social media platforms highlight student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase knowledge of learning occurring at OME by the community.</p> <p><b>Staff Responsible for Monitoring:</b> classroom teachers, support staff, and admin</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Admin and classroom teachers will make phone calls regarding positive academic and social behavior. School will have positive referrals that can be turned in admin. Admin will follow up with families to ensure positive communication is given to parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in parental involvement on the positive progress of students. Increase in a positive school climate.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Parent and student handbook will be given to families so that they are aware of the policies and procedures of the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Families are well informed of the practices at OME and it alleviates any possible violations that families or students may have had due to lack of knowledge.</p> <p><b>Staff Responsible for Monitoring:</b> admin</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Parent liaison, counselor, classroom teachers, and admin will work with admin will work diligently to assist families with students who have chronic attendance concerns to help that campus achieve the attendance goal of 97%.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase time in student learning.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>

**Staff Responsible for Monitoring:** classroom teachers, attendance clerk, parent liasion, admin



No Progress



Accomplished



Continue/Modify








Discontinue

**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.





**Evaluation Data Sources:** Sign in sheets from: Meet the Teacher, ELL Night, Dual Language Night, PTA events.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will have Meet the Teacher Night, Literacy Night, ELL Night, and include new events such as a Dual Language Night and other events to help foster support of families.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in family participation and engagement</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> OME staff will develop a stronger relationship with the PTA members in order to improve parent participation. The principal will meet with the PTA president to create a calendar of events/meetings and collect information of how the PTA has supported OME in the past, to include fundraisers, and what new ideas they may have.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent participation.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> OME will provide at least one workshop for students and parents on the importance of higher education.</p> <p><b>Strategy's Expected Result/Impact:</b> Parental involvement.</p> <p><b>Staff Responsible for Monitoring:</b> admin</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**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 2:** OME Special Areas staff and administration will work to develop community partnerships that support our Fine Arts Academy.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus principal will work with the District Fine Arts director to bring in community partners that help cultivate our Music, Art, and Dance programs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased support of community partnerships</p> <p><b>Staff Responsible for Monitoring:</b> Special Areas team and admin</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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:** Weekly coding classes to support critical thinking skills.





**Evaluation Data Sources:** Coding project completions.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The coding teacher will deliver explicit instruction in coding using TechSmart curriculum.  <b>Strategy's Expected Result/Impact:</b> Students will develop Computer Science and problem solving skills.  <b>Staff Responsible for Monitoring:</b> Coding teacher and admin</p> <p><b>Title I:</b> 2.5  <b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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 1:** Staff at OME will continue to model Restorative Discipline practices that foster student ownership of their behavior and learning.

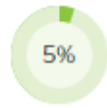




**Evaluation Data Sources:** referral data, positive referral data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will model how to complete student reflections sheets and ensure students complete it as it is part of the behavioral restorative discipline practice.</p> <p><b>Strategy's Expected Result/Impact:</b> Student ownership and reflective of their behavior</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, counselor, and admin</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	0%			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The counselor will provide mini character trait lessons which teachers will use to instruct daily to support social emotional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will focus on weekly, positive, character traits that support a positive school climate.</p> <p><b>Staff Responsible for Monitoring:</b> admin, counselor, teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	70%			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in bullying.</p> <p><b>Staff Responsible for Monitoring:</b> admin, counselor, teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
	70%			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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.


**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			
<p><b>Strategy 1:</b> PBIS committee comprised of classroom teachers and support staff will meet every 9 weeks to review the PBIS expectations and its implementation.</p> <p><b>Strategy's Expected Result/Impact:</b> Continual focus on campus wide behavioral expectations and consist behavior practices.</p> <p><b>Staff Responsible for Monitoring:</b> all staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional development at the beginning of the year with all staff to review campus wide PBIS expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> Alignment throughout staff.</p> <p><b>Staff Responsible for Monitoring:</b> principal and asst. principal</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 1:** OME will develop teams and committees that foster support of one another and unifies the campus. It will also align the campus vertically and horizontally and provide ways for staff to grow from one another.

**Evaluation Data Sources:** Instructional and PBIS practice implementation is horizontally and vertically aligned.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Cohesive, positive, school community</p> <p><b>Staff Responsible for Monitoring:</b> admin, team leads</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff meetings will have teacher led professional development to support innovative practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Horizontal and vertical alignment of best, innovative, teaching practices.</p> <p><b>Staff Responsible for Monitoring:</b> admin, Instructional leadership team.</p>	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Peer observations will be conducted in the Spring to allow teachers to glean best practices from one another. Follow up meetings will occur with the ILT to help support the implementation of the practices viewed.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher knowledge of content or classroom management is improved.</p> <p><b>Staff Responsible for Monitoring:</b> admin and support staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Instructional Leadership team will meet once a month 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent implementation of Instructional absolutes campus wide.</p> <p><b>Staff Responsible for Monitoring:</b> admin and ILT team.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Campus wide theme for the year that includes staff shirts and events that occur throughout the year.</p> <p><b>Strategy's Expected Result/Impact:</b> Unifying new and returning staff.</p> <p><b>Staff Responsible for Monitoring:</b> admin and social committee</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 2:** Campus ILT will work towards fostering a positive climate that builds on the strengths of staff. They will proactively look for leadership roles that foster strengths and encourage growth.