

Manor Independent School District
Oak Meadows Elementary
2024-2025 Campus Improvement Plan

Accountability Rating: D



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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	14
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.	14
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.	24
Goal 3: By 2026, Manor ISD will collaboratively engage in opportunities with 100% of families, as well as new and existing community partners.	25
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.	26
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.	27
Goal 6: By 2026, Manor ISD will attract, develop, and retain highly-effective staff through an environment of equitable opportunity, growth, & innovation.	30
State Compensatory	32

Budget for Oak Meadows Elementary	32
Title I	33
1.1: Comprehensive Needs Assessment	33
2.1: Campus Improvement Plan developed with appropriate stakeholders	33
Title I Personnel	34
Policies, Procedures, and Requirements	35

Comprehensive Needs Assessment

Demographics

Demographics Summary

Oak Meadows Elementary School serves approximately 477 students in grades Pre-K-5 for the 2024-2025 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 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.

Fourth grade students performed above STAAR state level performance in extended constructed responses for Writing.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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.

Student Learning

Student Learning Summary

2024 EOY Reading composite data that is progress monitored using the iStation Reading program:

- 96% of Kindergartners are well below grade level
- 65% of 1st graders are well below grade level
- 68% of 2nd graders are well below grade level
- 54% of 3rd graders are well below grade level
- 47% of 4th graders are well below grade level

Student performance for the 2023-2024 State STAAR standardized testing:

On grade level (Meets category):

3rd Grade Reading: 19% 3rd Grade Math: 20%

4th Grade Reading: 37% 4th Grade Math: 33%

5th Grade Reading: 28% 5th Grade Math: 9%

5th Grade Science: 7%

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: 62% 3rd Grade Math: 52%

4th Grade Reading: 32% 4th Grade Math: 45%

5th Grade Reading: 44% 5th Grade Math: 49% 5th Grade Science: 72%

IREADY MATH EOY 2023-2024 PERCENTILE					
	Mid/Above	On Level	One Below	2 Below	3+Below

IREADY MATH EOY 2023-2024 PERCENTILE					
KINDER	32	36	32	0	0
KINDER SP	23	18	59	0	0
1ST	21	16	58	5	0
1ST SP	12	4	81	4	0
2ND	6	21	44	29	0
2ND SP	0	23	46	31	0
3RD	11	26	28	26	11
3RD SP	23	15	46	15	0
4TH	23	28	30	8	11
4TH SP	0	0	33	33	33
5TH	19	24	24	14	19
5TH SP	0	20	40	20	20

Student Learning Strengths

Majority of the students have become proficient in using technology to learn. 1st graders prior year data reflects that 68% of the students are on or above grade level at the end of Kindergarten.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): EOY iReady formative assessments data reflects that 50% of our students are on grade level for numbers and operations. 1st and 2nd grade grade level students at 16 percentage points lower than other grade levels. **Root Cause:** Professional learning for teachers on using concrete and pictorial models to support conceptual understanding of base ten number sense.

Problem Statement 2 (Prioritized): 71% students failed the 5th grade Science STAAR test. **Root Cause:** Lesson plan development is needed that includes teaching vocabulary in context with diagrams and tables.

Problem Statement 3 (Prioritized): EOY iStation formative assessments data reflects that 10% of our students are on grade level for vocabulary. **Root Cause:** Lesson plan development is needed that includes explicit instruction focused on vocabulary with visual representation and synonyms.

School Processes & Programs

School Processes & Programs Summary

- OME has a instructional coach, and two interventionists to help build a strong foundation of Reading and Math.
- Weekly PLCs support professional learning to support Tier1 instruction.
- Oak Meadows is in year four 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.

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.

Family involvement is improving. A new PTA is being developed to bridge home to school.

Perceptions Strengths

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

Outdoor learning to support the Science of Engineering Practices is being implemented with the use of our outdoor gardens and classrooms.

Priority Problem Statements

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 1: 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 1 Areas: Demographics

Problem Statement 2: Students who need additional reteach or intervention support are not being pulled or progress monitored consistently.

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

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: 71% students failed the 5th grade Science STAAR test.

Root Cause 3: Lesson plan development is needed that includes teaching vocabulary in context with diagrams and tables.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: EOY iReady formative assessments data reflects that 50% of our students are on grade level for numbers and operations. 1st and 2nd grade grade level students at 16 percentage points lower than other grade levels.

Root Cause 4: Professional learning for teachers on using concrete and pictorial models to support conceptual understanding of base ten number sense.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: EOY iStation formative assessments data reflects that 10% of our students are on grade level for vocabulary.

Root Cause 5: Lesson plan development is needed that includes explicit instruction focused on vocabulary with visual representation and synonyms.

Problem Statement 5 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
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- 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

- 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: Teachers at OME will continue to provide daily, explicit, phonics program, during the Reading and/or block, to support struggling readers. Teachers will use HMH, Heggerty, IStation, and/or Amplify. This will result a 10% in an increase with on grade level mastery of content in Reading by the end of the school year.

High Priority

HB3 Goal

Evaluation Data Sources: Student Artifacts, walkthroughs, Running records, CBA's, STAAR, Common Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive professional development for best Reading practices. This will include: daily phonics program, Esperanza or Heggerty intervention training, This will occur during staff meetings, PLCs, or one-on-one with the instructional coach. All new One-Way DL teachers and all staff who support Bilingual literacy will receive Dual Language support from the instructional coach and district coordinators.</p> <p>Strategy's Expected Result/Impact: 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. 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>Staff Responsible for Monitoring: Admin, teachers, instructional coach</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: 3 times a year, teachers will conduct 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. 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. Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: During the school day, teachers will pull students during intervention time to close reading gaps. Teachers will use data from ISIP monthly tests, Iready BOY, MOY, and EOY data, and module/end of unit assessments from HQIM to target instruction. Strategy's Expected Result/Impact: Increase in comprehension and fluency skills. Staff Responsible for Monitoring: Administration, instructional coach, teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: Writing should be integrated into every content area to support learning. Writing instruction includes explicit teaching and opportunities for students to practice daily to support short and extended constructed responses. LPAC and Sped accommodations will be reviewed on a monthly basis and adjusted to support EB and Sped identified students. 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 ESF Levers: Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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 focus on Math skills number sense and the conceptual understanding of the four operations 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. iReady data, common assessments, and exit ticket data will be used to drive instruction.

HB3 Goal

Evaluation Data Sources: Student Artifacts, walkthroughs, STAAR, Common Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: During PLCs, teams will deconstruct TEKS and use the TEKS Resource System to ensure build teacher capacity and develop plans that are rigorous.</p> <p>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.</p> <p>Staff Responsible for Monitoring: teachers, instructional coach, admin</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Math teachers will ensure students are working on automaticity on a daily basis using Formative Loop. 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>Strategy's Expected Result/Impact: This daily practice will build stamina and assist with students fact fluency.</p> <p>Staff Responsible for Monitoring: teachers, instructional coach, interventionist</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify







Discontinue

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%.

Evaluation Data Sources: weekly attendance data

Strategy 1 Details	Reviews			
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 Eduphoria 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. TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
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 TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 4: AVID binders to help support organizational skills and goal setting for 2nd-5th graders. Students will track their BOY, MOY, and EOY assessments and track their personal goals after each testing period.

Evaluation Data Sources: Binder checks by classroom teachers and review of personal goals.

Strategy 1 Details	Reviews			
Strategy 1: 2nd-5th 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. Strategy's Expected Result/Impact: Student mastery of concepts and skills. Students meeting their personal goals. Staff Responsible for Monitoring: teachers, admin Title I: 2.4 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>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 5: Science lesson plan development will include teaching vocabulary in context with diagrams and tables in order to raise student achievement as shown on CBAs, and STAAR Interim assessments by 15% from the prior year.

High Priority
Evaluation Data Sources: Science lesson plans and Science journal entries

Strategy 1 Details	Reviews			
Strategy 1: Grade level teams will have monthly Science PLCs to review and plan out academic vocabulary practices in the classroom. Strategy's Expected Result/Impact: Increase in academic vocabulary resulting in a better comprehension Science reading. Staff Responsible for Monitoring: Classroom teachers, IC, administration	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

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 6: Development of a campus wide MTSS process that tracks tier 2 and tier 3 students progress and reviewed with teachers.

High Priority
Evaluation Data Sources: teachers, interventionists, admin

Strategy 1 Details		Reviews			
Strategy 1: Teachers will track students that are not on grade level and conduct and enter interventions in MTSS. Every 6 weeks, the MTSS committee will review students in MTSS and meet with teachers for recommendations of next steps.		Formative			Summative
		Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>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 7: 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.

Strategy 1 Details	Reviews			
Strategy 1: 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's Expected Result/Impact: Increase in rigor of questioning. Teachers are able to deconstruct the standards independently and as a team. Staff Responsible for Monitoring: ILT	Formative			Summative
	Oct	Jan	Mar	June
	N/A			
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> 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 using Talking Points, phone calls, and written communication. Agenda planners that have communication components for teacher/parent logs on a weekly basis.





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

Strategy 1 Details	Reviews			
Strategy 1: Principal and teacher newsletters, communicate events and happenings through various social media platforms and Talking Points highlight student learning. 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 ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Admin and classroom teachers will make phone calls regarding positive academic and social behavior twice a month. 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. Goal is to have 3 positive referrals a month per grade level. Strategy's Expected Result/Impact: Increase in parental involvement on the positive progress of students. Increase in a positive school climate.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Parent and student handbook will be given to families so that they are aware of the policies and procedures of the campus. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: admin and parent liaison Funding Sources: - Title I, Part A - \$104,700	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 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 Title I: 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Title One Funds - Title I, Part A - \$104,700	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	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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: 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			
Strategy 1: Review the number of minutes students are using their Reading and Math programs on a monthly basis and provide feedback to teachers. Coaching sessions will support teachers who need help balancing center rotations that include the Reading and Math adaptive programs. Strategy's Expected Result/Impact: Increase in individual student progress. Staff Responsible for Monitoring: Teachers, coaches, admin Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Jan	Mar	June

0%

No Progress

100%

AccomplishedContinue/ModifyDiscontinue

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 and learning.

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 ESF Levers: Lever 3: Positive School Culture	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 ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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 ESF Levers: Lever 3: Positive School Culture	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 PBIS expectations. Strategy's Expected Result/Impact: Alignment throughout staff. Staff Responsible for Monitoring: principal and asst. principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></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. Teams will meet twice every 9 week period. Committees will meet 3x per semester. Campus theme is "The Energy Bus-Positive Passengers Wanted!"

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

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: Staff meetings will have teacher led professional development to support innovative practices and develop a positive culture/climate with our campus Theme "The Energy Bus for Schools" Strategy's Expected Result/Impact: Horizontal and vertical alignment of best, innovative, teaching practices. Staff Responsible for Monitoring: admin, Instructional leadership team.	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: 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. Strategy's Expected Result/Impact: Teacher knowledge of content or classroom management is improved. Staff Responsible for Monitoring: admin and support staff TEA Priorities: Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: 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 5 Details	Reviews			
Strategy 5: 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	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </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

1.1: Comprehensive Needs Assessment

83% of at risk students are in need of strong Tier1 and Tier 2 instruction.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Members:

- Marcelina Cobb
- Jennifer McKenzie
- Sandra Ruiz
- Michelle Briseno
- Daisy Aguirre
- Soleil Guadalupe
- Rebekah Portillo
- Brandi Appling
- Destiny Rogers
- Mayra Garcia

Title I Personnel

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

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
Bullying Prevention	Nikkida Butler	10/9/2024	Dr. Christopher Harvey	10/10/2024
Child Abuse and Neglect	Human Resources	10/7/2024	Dr. Christopher Harvey	10/7/2024
Coordinated Health Program	Kenneth Young	10/10/2024	Dr. Christopher Harvey	10/20/2024
Decision-Making and Planning Policy Evaluation	Chief Academic Support Officer	1/28/2025	Dr. Christopher Harvey	10/7/2024
Dyslexia Treatment Program	Executive Director of Special Education	9/13/2024	Dr. Christopher Harvey	10/7/2024
Disciplinary Alternative Education Program (DAEP)	Anastasia Mirelez	1/6/2025	Dr. Christopher Harvey	10/10/2024
Dropout Prevention	Director of Truancy	12/13/2024	Dr. Christopher Harvey	10/10/2024
Post-Secondary Preparedness	Director of Counseling	10/9/2024	Dr. Christopher Harvey	10/10/2024
Recruiting Teachers and Paraprofessionals	Stephanie Elliott	12/13/2024	Tamey Williams-Hill	10/22/2024
Technology Integration	Director of Technology	10/22/2024	David Gonzalez	10/22/2024