

OAKMONT ELEMENTARY

2025-2026 CAMPUS IMPROVEMENT PLAN

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Mission Statement

Oakmont Elementary provides our students with excellence in education so that all students achieve their full potential.

Vision

Oakmont Elementary will provide all students with a world-class, high-quality education where students are inspired to succeed in the global community.

Campus Values

OAKMONT MOTTO

*"**T**ogether **E**veryone **A**chieves **M**ore."*

OAKMONT PRINCIPLE

"Today I will be positive, cooperative, honest, responsible, respectful and accepting."

OAKMONT PLEDGE

"I will act in such a way that I will be proud of myself, and others will be proud of me, too. I came to school to learn, and I will learn. I will have a good day."

Comprehensive Needs Assessment



Needs Assessment Overview

Oakmont Elementary collaborated with staff and stakeholders to complete a Comprehensive Needs Assessment (CNA) to address needs and priorities for the 2025-2026 school year. Oakmont Elementary uses the CNA to guide the alignment and focus of our campus mission, vision, and core values, which is to provide all students with a world-class, high-quality education where students are inspired to succeed in the global community.

Oakmont Elementary's CNA focuses on four goals: Thriving Students, Engaged Community, Empowered Staff, and Safe and Healthy Environment.

The faculty, staff, and stakeholders will work collaboratively to effectively implement strategies outlined in our CNA to encourage excellence on our campus in our students and staff. Through consistent implementation of our goal-aligned strategies, Oakmont Elementary will reach our Goal Performance Measures and all other targeted measures.

Demographics

Demographics Summary

Oakmont Elementary is a suburban school in south Tarrant County in Fort Worth. Oakmont Elementary is a bilingual campus that serves 562 students in grades PK3-5.

Student Demographics	
African American	47.7%
Hispanic	38.4%
White	7.7%
Two or More Races	3.7%
Asian	2.1%
American Indian	0.4%
Pacific Islander	0.0%
Economically Disadvantaged	81.3%
Special Education	14.8%
Emergent Bilingual/English Learners	25.4%

Staff Demographics	
Teachers	38
Professional Support	4
Campus Administration	2
Educational Aides	12
Counselor	1

Oakmont Elementary is committed to providing a high-quality, world-class education that empowers all students to reach their full potential and succeed in a global community. In order to empower our students to reach their full potential, Oakmont Elementary offers a variety of programs for our students including programs during the day and after school programs. Oakmont Elementary offers:

- Bilingual classes grades PK3-5
- One-Way Dual Language Immersion Program
- Tuition Based PK
- Half day PK for three year olds
- Full day PK for four year olds
- Afterschool Centers on Education (ACE) after school program
- Young Men in STEM and Girls in STEM after school programs
- Kindness Crew

Demographics Strengths

Oakmont Elementary demonstrates several key demographic strengths that contribute to its unique learning environment and overall student success. The school's rich diversity, strong student progress metrics, and commitment to supporting economically disadvantaged and English language learners highlight its dedication to equity and growth. These factors reflect positively in TEA accountability ratings, showcasing the school's ability to meet the needs of a wide range of students.

Oakmont Elementary has a highly diverse student population that reflects a broad range of racial and ethnic backgrounds. Approximately 46.1% of the students are African American and 38.7% are Hispanic. Other groups represented include White students at around 7.8%, Asian students at 3.2%, and about 4% identifying as two or more races, with smaller percentages in other categories. This rich demographic mix contributes to strong racial and ethnic diversity, which is widely recognized as a strength for promoting cross-cultural understanding and a more inclusive learning environment.

A notable demographic factor at Oakmont is the high percentage of economically disadvantaged students, making up approximately 81% of the student body. Schools serving large numbers of economically disadvantaged students that still achieve strong performance are often recognized positively by accountability systems. Oakmont demonstrates solid outcomes in critical areas like closing performance gaps.

Oakmont Elementary also shows strong student progress and growth metrics, particularly in measures used by the TEA. Oakmont scored an 86 in both "Student Progress" and "Closing Performance Gaps," with an overall score of 86. These results indicate that the school is effective in helping students—especially those in underperforming subgroups—make meaningful academic gains over time, which is a key component of TEA accountability ratings.

Staffing metrics at Oakmont further contribute to its strengths. The school maintains a favorable teacher-to-student ratio of approximately 13.5:1, allowing for more individualized attention and support. Additionally, the average teacher at Oakmont has about 9.8 years of experience, which is slightly above or on par with the district average in Crowley ISD.

Another important aspect of Oakmont's demographic strengths is its substantial representation of bilingual and English Language Learner (ELL) students, who make up about 26.1% of the student population. This indicates that the school plays a significant role in supporting students whose primary language may not be English—an asset both in terms of instructional focus and cultural inclusivity.

Student Achievement

Student Achievement Summary

Oakmont Elementary measures student achievement through academic growth measured on CLI, MAPS/MCLASS, STAAR, TELPAS, and ADA.

Our high focus groups include African American students, Hispanic students, and Emergent Bilingual learners. The progress of our high focus groups will be monitored throughout the year utilizing data from campus and state assessments including TELPAS.

Another area of focus is our Attendance Rate increasing our ADA from 93% in 2024-2025 to 95% in 2025-2026.

Student Achievement Strengths

Oakmont Elementary demonstrated continued academic progress on the 2024–2025 STAAR test. Oakmont saw its most significant gains in 5th Grade Science, with scores increasing by four or more points in every category. Science scores increased from 43% to 47% in Approaches, 12% to 22% in Meets, and 0% to 8% in Masters. Campus-wide, ELAR scores increased from 47% to 49% in Approaches, while Math scores rose from 72% to 73% in Approaches and from 14% to 19% in Masters.

In addition to increasing STAAR scores and earning a B rating (86), Oakmont Elementary earned three distinctions:

- Academic Growth
- Postsecondary Readiness
- Closing the Gaps

Campus Culture and Climate

Campus Culture and Climate Summary

Oakmont Elementary has several community partners that increase our campus culture and climate for our students. These community partners provide support for our students in several different capacities that include mentorship, academic support, and encouraging positive behavior/honor roll/perfect attendance.

Oakmont Elementary has a thriving STEM program that has expanded to include Young Men in STEM and Girls in STEM and welcoming the Texas STEM Mobile lab to campus.

Oakmont Elementary has teams that participate in the CISD Hispanic Heritage Bowl and CISD Black History Quiz Bowl.

As part of the bond package, Oakmont Elementary received a new ADA accessible playground and campus fencing.

To encourage students to exude excellence in everything they do, Oakmont Elementary has a “Work Hard, Play Hard” initiative twice a year. Students who meet attendance expectations and did not receive any discipline referrals will be able to participate in, “Work Hard, Play Hard”.

Oakmont Elementary is implementing the Accelerated Reader (AR) program to foster a love of reading and promote student engagement. The program encourages regular reading practice, which supports the development of fluency and comprehension. These improvements are expected to positively impact student performance on MCLASS, MAP, and STAAR assessments.

Oakmont Elementary utilizes Multi-Tiered Systems of Support (MTSS) with targeted interventions and Positive Behavior Intervention System (PBIS) to support our students' growth academically and promote healthy behavioral development.

Campus Culture and Climate Strengths

Oakmont Elementary partners with Afterschool Centers on Education (ACE) to provide additional support for our students. Students participating in ACE receive targeted academic support, student interest-based enrichment activities, college and career readiness, and ACE also offers opportunities to engage and connect with the families of students.

Another community partner of Oakmont Elementary is Fort Worth Presbyterian Church (FWPC). FWPC provides mentors through a program called, “Kid’s Hope” and they host “Super Wednesdays” for our students at their campus. “Kid’s Hope” partners students with a mentor that meets with the student regularly on campus. Students participating in “Super Wednesday” are provided snacks/a meal, participate in activities, and receive help with school work by positive adult role models.

Oakmont Elementary has a partnership with several local businesses that have graciously donated prizes/incentives for students demonstrating excellence in the classroom through honor roll, perfect attendance, Character Strong, and Students of the Month. These partnerships have allowed Oakmont to celebrate our students and their achievements and encourage the entire student body to strive for excellence.

The STEM program continues to expand, sparking strong interest and enthusiasm among both students and staff. Students are eager to explore and actively engage in STEM activities including the Texas Mobile STEM Lab. Students will be able to participate in selected STEM activities by grade level. In addition to the STEM Lab, Oakmont also offers Young Men in STEM and Girls in STEM for 3rd-5th graders. Students from across the district will participate in a STEM Showcase Family Event at the Bill R. Johnson CTE Center. Members of the Young Men and Girls in STEM clubs will take part in a friendly competition and present their learning and accomplishments.

Oakmont Elementary leverages the PBIS system through Hawk Bucks and our Hawk Store. Students are able to earn Hawk Bucks for displaying excellence around campus and are able to purchase items from the Hawk Store every three weeks.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Through different systems of support created and run by CISD, Oakmont Elementary provides support to our teachers with less than three years of experience. These systems play a key role in developing and supporting our new teachers and professional staff members.

Staff Quality, Recruitment, and Retention Strengths

New teachers attend Newbie Network and New Professionals Orientation before the school year begins and are paired with a mentor teacher. The teachers attend professional development trainings provided by CISD for the M.I.N.T program. The mentor and mentee meet regularly to go through one-on-one coaching sessions, visit other classes on campus for peer walks/observations, and mentors observe the mentee to provide real time feedback and coaching.

Oakmont Elementary is able to retain teachers/staff due to the levels of support provided by the campus. Teachers have a team to work with on a regular basis and participate in the Professional Learning Community (PLC) weekly with a Teacher Development and Student Intervention (TDSI) for their content.

Oakmont Elementary qualifies for the Teacher Incentive Allotment (TIA) and currently has six teachers who have earned TIA designations—two at the Master level and four at the Exemplary level.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Oakmont Elementary provides curriculum and weekly time for teachers to plan with their team and TDSIs during weekly PLCs. Teachers participate in vertical alignment during campus professional development (PD) and use the same instructional strategies which were determined by each content team.

Curriculum, Instruction, and Assessment Strengths

Oakmont Elementary has curriculum resources provided by campus and district leadership. The resources include curriculum guides, internalized curriculum, pacing calendars, scope and sequence, and manipulatives.

Teachers have the opportunity to collaborate and share resources with grade-level peers from across the district regularly during District Learning Academy (DLA).

Oakmont Elementary has TDSIs for ELAR, Math, and Science/STEM/GT on campus to support teachers and staff members with students, curriculum, resources, and vertical alignment.

Oakmont Elementary is implementing the Accelerated Reader (AR) program to foster a love of reading and promote student engagement. The program encourages regular reading practice, which supports the development of fluency and comprehension. These improvements are expected to positively impact student performance on MCLASS, MAP, and STAAR assessments.

Parent and Community Engagement

Parent and Community Engagement Summary

Oakmont Elementary has the support of stakeholders, community members, business partners, and community partners. Parents and community members play a vital role in supporting students' success—socially, emotionally, financially, and academically. The support of our parents and community members allows Oakmont Elementary to provide opportunities for our students in several ways and gives us the opportunity to highlight and celebrate their achievements. In addition to the opportunities parent and community support provides, they also engage in events on campus throughout the year on campus with our students and staff.

Parent and Community Engagement Strengths

Oakmont Elementary has a Parent Teacher Organization (PTO) that provides an opportunity for our parents/guardians to be involved in the campus community. The PTO provides our campus with fundraising opportunities, support, volunteer opportunities to help teachers/staff members, opportunities to enhance student learning through experiences (field trips), and foster collaboration between parents/guardians and campus staff. Our PTO plays a vital role in supporting positive changes at Oakmont Elementary.

One of the community partners of Oakmont Elementary is Fort Worth Presbyterian Church (FWPC). FWPC provides mentors through a program called, "Kid's Hope" and they host "Super Wednesdays" for our students at their campus. "Kid's Hope" partners students with a mentor that meets with the student regularly on campus. Students participating in "Super Wednesday" are provided snacks/a meal, participate in activities, and receive help with school work by positive adult role models.

Oakmont Elementary has a partnership with several local businesses that have graciously donated prizes/incentives for students demonstrating excellence in the classroom through honor roll, perfect attendance, Character Strong, and Students of the Month. These partnerships have allowed Oakmont to celebrate our students and their achievements and encourage the entire student body to strive for excellence. Some of our partnerships include: Red Lobster, Alley Cats, Marco's Pizza, and Texas Roadhouse.

School Context and Organization

School Context and Organization Summary

Oakmont Elementary's Campus Improvement Plan will be reviewed to ensure the goals and objectives are addressed by the determined goals of the campus. The Instructional Leadership Team (ILT) along with CISD personnel will ensure teachers and staff members are provided the necessary professional development and resources to achieve our goals. The ILT will monitor the data, conduct walkthroughs, provide real-time feedback through coaching sessions, and work collaboratively with teachers to ensure our academic needs are being met. The ILT meets with teachers weekly in PLCs to analyze data, go over misconceptions, resource creation, and lesson rehearsal. Oakmont's Campus Improvement Plan will be used to guide the alignment and focus of the strategies to our mission, which is to provide our students with excellence in education so that all students achieve their full potential.

School Context and Organization Strengths

Oakmont Elementary's PK3 and PK4 programs are supported by a District Early Learning Specialist who works collaboratively with teachers to ensure state and district standards are being met with fidelity.

Oakmont Elementary has a thriving STEM program that has expanded to include Young Men in STEM and Girls in STEM and welcoming the Texas STEM Mobile lab to campus.

The STEM program continues to expand, sparking strong interest and enthusiasm among both students and staff. Students are eager to explore and actively engage in STEM activities including the Texas Mobile STEM Lab. Students will be able to participate in selected STEM activities by grade level. In addition to the STEM Lab, Oakmont also offers Young Men in STEM and Girls in STEM for 3rd-5th graders. Students from across the district will participate in a STEM Showcase Family Event at the Bill R. Johnson CTE Center. Members of the Young Men and Girls in STEM clubs will take part in a friendly competition and present their learning and accomplishments.

Oakmont Elementary partners with Afterschool Centers on Education (ACE) to provide additional support for our students. Students participating in ACE receive targeted academic support, student interest-based enrichment activities, college and career readiness, and ACE also offers opportunities to engage and connect with the families of students.

Technology

Technology Summary

Oakmont Elementary has worked collaboratively with CISD to provide technology to our teachers and students to enhance the learning experience in the classroom.

Technology Strengths

Students at Oakmont Elementary have access to a chromebook in their classrooms to support their learning. Students are using chromebooks to provide intervention in academic areas of opportunity utilizing resources such as IXL, ZEARN, Boost, and a variety of other resources provided by the district.

Teachers have access to technology in their classrooms including projectors, speakers, document cameras, and WiFi.

Students take district and state assessments online and teachers are able to provide tiered instruction based on the reports they are able to run in School City and NWEA. The reports provide teachers with detailed breakdown of standards, ECR, and how students are progressing. The reports also show teachers how their students are performing compared to students at Oakmont Elementary, against students in the district, and against students across the state. These reports provide teachers an insight that allow them to scaffold instruction and provide additional support as needed to our students to help them achieve academic growth.

Oakmont Elementary is implementing the Accelerated Reader (AR) program to foster a love of reading and promote student engagement. The program encourages regular reading practice, which supports the development of fluency and comprehension. These improvements are expected to positively impact student performance on MCLASS, MAP, and STAAR assessments. After reading a book, students will utilize the computers in the computer lab or their classroom chromebooks to take their AR test.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- District Improvement plans (current and prior years)
- State and Federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card data

Student Data: Assessments

- State and Federal 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
- mClass early reading assessment results
- Advanced Placement (AP) assessment data
- CCMR Outcomes
- SAT and/or ACT assessment data
- PSAT data
- Observation Survey results
- CLI data
- NWEA MAP reading and math assessment data
- Istation Indicators of Progress (ISIP) reading assessment data for 7th grade

- ISIP Español reading assessment data for Bilingual classes for grades PK-5

Student Data: Student Groups

- Dyslexia 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug use data

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

Parent/Community Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goal 1 – Thriving Students

Goal 1: All Oakmont students will be equipped with the skills and experience to thrive today and in the future.

Performance Objective 1: Provide a variety of learning and real world experiences for PreK-5th grade students that strengthen academic achievement for success in Science, Math, and Reading.

Evaluation Data Sources: Campus, District, and State Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: 100% of all students will participate in small group instruction and/or centers for intervention and enrichment purposes. Accelerated Reader- $2,000 Supplemental Instructional Materials- $1,200 **Expected Result/Impact:** Students will have targeted instruction based on individual academic needs. The impact will be a positive outcome in the state accountability system specifically on Domain 2 and Domain 3. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Teacher Development Student Interventionist (TDSI)	40%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: 100% of all students will have the opportunity to engage with STEM plus for all either on or off campus to enhance their real world experiences of science concepts. This will also include an inclusive group of 3rd-5th grade students to be identified to participate in the campus STEM Academy initiative. **Expected Result/Impact:** Students will participate in kinesthetic activities to increase their conceptual understanding of state standards. The impact will help vertically align science instructional practices and ensure all Pre-k-5th grade students are receiving Tier 1 engaging science instruction. The implementation of these instructional activities will result in campus wide alignment and positively impact our 5th grade Science STAAR performance. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Science TDSI, and District Science and STEM coordinator.	40%			

Goal 1: THRIVING STUDENTS: All Oakmont students will be equipped with the skills and experience to thrive today and in the future.

Performance Objective 2: Ensure equitable access to Frog Street (Pre-K), SAAVAS(Bilingual), Bluebonnet Math, and Benchmark Reading instructional systems, resources, and experiences for all students.

Evaluation Data Sources: Campus, District, and State Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Implement a campus wide system to monitor and support equitable access to resources by providing all teachers with professional learning on delivering high quality, district aligned instruction with fidelity, and regular instructional rounds and PLC data reviews to identify gaps in curriculum access and student engagement. **Expected Result/Impact:** Students will have reduced achievement gaps among student groups, as evidenced by progress monitoring, as well as increased student participation rates in enrichment and advanced learning opportunities as a result of building teacher capacity. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Teacher Development Student Interventionist (TDSI)	40%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Create and maintain an engaging learning environment for all students on and off of campus. STAAR Tutoring- $5,000 **Expected Result/Impact:** Students will develop learning habits that promote curiosity, encourage student discourse, and problem solving.	50%			

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Early Childhood Specialist, and TDSIs.				

Goal 1: THRIVING STUDENTS: All CISD students will be equipped to thrive today and in the future.

Performance Objective 3: Graduate college, career, military, and future ready students.

Evaluation Data Sources:

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Provide opportunities for students to be exposed to a variety of career fields including, trade, military, and professional fields. Career Day-$500 Field Trips- K-5th Transportation and Admission- $3000 **Expected Result/Impact:** Students will develop readiness plans that support postsecondary goals in college, career pathways, or military service. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Counselor	70%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Provide opportunities for students to take on responsibilities and leadership roles within the classroom and school community to build accountability and teamwork. **Expected Result/Impact:** A strong sense of student belonging will drive leadership, strengthen collaboration, and enhance the overall school climate.	100%			

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor				

Goal 2 – Engaged Community

Goal 2: Oakmont Elementary will partner with families and the community to meet the needs of all students and staff

Performance Objective 1: Create opportunities for students, families, and community members to engage and learn together.

Evaluation Data Sources: Campus and District Surveys, Campus and Title 1 Event Sign In Documents

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Implement partnerships as a continuous improvement process that evaluates school quality addressing the demands of families and our local community to take strategic action to provide programs desired by stakeholders. **Expected Result/Impact:** To increase positive experiences for parents, students, and staff by providing more opportunities for collaboration and community engagement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Campus Secretary, and TDSI	40%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Recognize support, volunteers and mentors throughout the year.				

Expected Result/Impact: Use a variety of communication channels (website, social media, printed materials, etc) and events to recognize partners. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Campus Secretary	50%			

Goal 2: Oakmont Elementary will partner with families and the community to meet the needs of all students and staff

Performance Objective 2: Continuously seeks and maintains meaningful partnerships with community members and organizations to enhance the learner's experience.

Evaluation Data Sources: Campus and District Surveys, Campus and Title 1 Event Sign In Documents

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: The campus will host a variety of events for parents and volunteers. Literacy Night (October)-$500 Math and Stem Night (January)-$1800 **Expected Result/Impact:** Increased parent involvement, culture and climate, and student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal	40%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Recognize community support, volunteers and mentors throughout the year. **Expected Result/Impact:** Use of a variety of communication channels and events to recognize partners.	80%			

Staff Responsible for Monitoring: Principal, Assistant Principal				

Goal 2: Oakmont Elementary will partner with families and the community to meet the needs of all students and staff

Performance Objective 3: Engage in consistent, current, and interactive communication that meets the diverse needs of the community.

Evaluation Data Sources: Campus and District Surveys, Campus and Title 1 Event Sign In Documents

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Campus leadership will collaborate with faith based and business partnerships to provide additional support to campuses. **Expected Result/Impact:** Increase mentorships, STEM industry partners, internship opportunities, student achievement, and culture and climate. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Science TDSI, Campus Secretary	80%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Oakmont will develop and implement a strategic marketing plan to recruit and retain students.				

Expected Result/Impact: Increase student recruitment, student retention, culture and climate **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Science TDSI, Campus Secretary	75%			

Goal 3 – Empowered Staff

Goal 3: EMPOWERED STAFF: Oakmont Elementary will empower all staff to meet the diverse needs of all students.

Performance Objective 1: Evaluate and enhance current campus based professional learning opportunities.

Evaluation Data Sources: Program Evaluations, Satisfaction Surveys, and Academic Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Monitor data including School Learning Objectives, TTESS, campus assessment data, and tiering tool to inform current practices and respond and support where needed. **Expected Result/Impact:** Improved student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, TDSIs	70%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: The professional development framework will be aligned with the needs of the district and will include data driven learning opportunities.	70%			

Expected Result/Impact: Increased support to new teachers and mentors, improved instructional quality, increased productivity, and increased employee retention. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, TDSIs				

Goal 3: EMPOWERED STAFF: Oakmont Elementary will empower all staff to meet the diverse needs of all students.

Performance Objective 2: Implement a comprehensive, differentiated program of learning opportunities for all staff.

Evaluation Data Sources: Program Evaluations, Satisfaction Surveys, and Academic Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Professional Development will provide high quality training for new teachers and mentors as well as oversee the campus MINT program. **Expected Result/Impact:** Increased support to new teachers and mentors, improved instructional quality, increased productivity, and increased employee retention. **Staff Responsible for Monitoring:** Principal and Assistant Principal	80%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Professional Development will provide high quality training for all teachers regarding social emotional awareness. **Expected Result/Impact:** Increased support to all teachers, improved instructional quality, increased productivity, and increased employee retention.	80%			

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor				

Goal 3: EMPOWERED STAFF: Oakmont Elementary will empower all staff to meet the diverse needs of all students.

Performance Objective 3: Enhance professional skills to foster a positive impact across the campus.

Evaluation Data Sources: Campus surveys, Staff Celebrations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Address the diverse instructional needs of students (with particular focus on At-Risk, English as Second Language, Special Needs students) through a variety of innovation, engaging and rigorous instructional strategies, intervention activities, and the provision of support personnel for instruction as well as professional development. Professional Development for Leadership- $4,000 **Expected Result/Impact:** Improved student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, TDSIs	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 2: Provide Instructional Technology Integration training that encompasses teachers, teacher leaders, and campus leadership.	50%			

Expected Result/Impact: Improved technical skills at the educator and student level. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, TDSIs				

Goal 4 – Safe and Healthy Environment

Goal 4: SAFE AND HEALTHY ENVIRONMENT: Oakmont Elementary will prioritize the wellness of all students and staff.

Performance Objective 1: Ensure all students experience a safe, secure and nurturing school environment.

Evaluation Data Sources: Satisfaction Surveys, discipline data, and employment data, and academic assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
Strategy 1: Ensure all safe school plans are implemented with fidelity and maintain emergency operation plans that provide for staff training, emergency drills, and coordination with local agencies. **Expected Result/Impact:** Oakmont will be compliant with safety requirements. All staff and students know the plans and what steps to follow in the event of an emergency. Parents and community members know and adhere to the plans. **Staff Responsible for Monitoring:** Principal and Assistant Principal	40%			

Strategy 2 Details	Reviews

	Formative			Summative
Strategy 2: Monitor the implementation of the district wide student culture and management framework, which includes setting school and classroom culture. **Expected Result/Impact:** Decrease in student discipline infractions, decrease in lost instruction time, and increase in campus culture **Staff Responsible for Monitoring:** Principal and Assistant Principal	Nov	Feb	May	July
	50%			

Goal 4: SAFE AND HEALTHY ENVIRONMENT: Oakmont Elementary will prioritize the wellness of all students and staff.

Performance Objective 2: Cultivate a positive campus environment that prioritizes the whole student by promoting social-emotional development, academic success, and overall well-being.

Evaluation Data Sources: **S**atisfaction Surveys, discipline data, and employment data, and academic assessments

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: The school Health Advisory Committee will define an appropriate health curriculum for the district and promote mental and physical health and wellness programs for the students, staff, and community. **Expected Result/Impact:** Increase in mental and physical health awareness, increase in attendance rates, decrease in loss of instructional time, and increase in academic achievement. **Staff Responsible for Monitoring:** Principal, Nurse, Director of Health Services	Nov	Feb	May	July
	100%			

Strategy 2 Details	Reviews

Strategy 2: Professional development for counselors and front office paraprofessionals on early mental health intervention. **Expected Result/Impact:** Increase in early identification and support for students in need of mental health intervention, partnerships with mental health agencies that support Oakmont students on a priority basis, increase management of staff mental health burnout, and promote greater development of SEL competencies for both students and staff. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Nurse, Counselor, Director of Health Services	**Formative**			**Summative**
	Nov	**Feb**	**May**	**July**
	70%			

Goal 4: SAFE AND HEALTHY ENVIRONMENT: Oakmont Elementary will prioritize the wellness of all students and staff.

Performance Objective 3: Ensure a safe, welcoming and engaging environment that fosters a sense of community among our families and staff.

Evaluation Data Sources: Evaluation Data Sources: Satisfaction Surveys, discipline data, and employment data, and academic assessments

Strategy 1 Details	**Reviews**			
Strategy 1: Utilize Parent Community Advisory Committee for regular feedback and collaboration on continuous improvement of stakeholder satisfaction. **Expected Result/Impact:** Increase in parent involvement, improved culture and climate **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, TDSIs	**Formative**			**Summative**
	Nov	**Feb**	**May**	**July**
	80%			

Strategy 2 Details	**Reviews**

	Formative			Summative
Strategy 2: Ensure early childhood provides high quality instruction and care for students of Oakmont. **Expected Result/Impact:** Increase parent satisfaction **Staff Responsible for Monitoring:** Principal, Early Childhood Director	**Nov**	**Feb**	**May**	**July**
	100%			

Goal 4: SAFE AND HEALTHY ENVIRONMENT: CISD will prioritize the wellness of all students and staff.

Performance Objective 4: Create opportunities and awareness for prioritizing staff holistic health.

Evaluation Data Sources: Satisfaction Surveys, discipline data, and employment data, and academic assessments

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 2: Professional development for counselors and front office paraprofessionals on early mental health intervention. **Expected Result/Impact:** Increase in early identification and support for students in need of mental health intervention, partnerships with mental health agencies that support Oakmont students on a priority basis, increase management of staff mental health burnout, and promote greater development of SEL competencies for both students and staff. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Nurse, Counselor, Director of Health Services	**Nov**	**Feb**	**May**	**July**
	70%			

Strategy 2 Details	Reviews

Strategy 2: Ensure employees are aware of employee health care and supporting mental health awareness. **Expected Result/Impact:** Promoting strong mental and physical well-being among students and staff will lead to improved teacher retention and foster positive relationships with students. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Counselor, Nurse, Director of health services.	Formative			Summative
	Nov	Feb	May	July
	80%			



State Compensatory

Personnel for Campus Improvement Plan

Name	Position	FTE
Paraprofessional Staff		
Professional Staff		

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The campus Comprehensive Needs Assessment identified the following areas of concern as they relate to the stated goal of Title One: to help all students, particularly those in greatest need, master the state mandated curriculum.

1. The percentage of students achieving "meets grade level standards or above" in _____ (%) is below the state average (%).

2. The percentage of students achieving "meets grade level standards or above" in _____ (%) is below the state average (%).

3. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).

4. The percentage of students achieving “meets grade level standards or above” in _____ (%) is below the state average (%).

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

2.2: Regular monitoring and revision

2.3: Available to parents and community in an understandable format and language

2.4: Opportunities for all children to meet State standards

2.5: Increased learning time and well-rounded education

2.6: Address needs for all students, particularly at-risk

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Included in Compliance Addendum

3.2: Offer flexible number of parent involvement meetings

Campus Improvement Plan Committee	**Meeting Date : _____**
Name	**Position**

Cabrea Bundy	**Principal – Chairperson**
Janae Nelson	**Counselor**
	Teacher
	Teacher
	Teacher
Cory Lee	**Assistant Principal**
Sarah Gates	**Parent**
Amanda Pulliam	**Parent**
Lashaun Batts	**Parent**
Matthew Jones	**Community Member**
Jill Davis	**Community Member**
Rolanda Mckenzie	**District Representative**