

Manor Independent School District
Oak Meadows Elementary
2018-2019 Campus Improvement Plan



Mission Statement

“Manor ISD will ensure the social, emotional and academic development of every student through innovative opportunities.”

District Strategic Plan Goals (5 year plan)

1. Be the district of choice in this Texas region based on student success.
2. Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference.
3. Serve internal and external customers in partnership to support the highest levels of student success
4. Engage students in a variety of individualized and flexible learning opportunities inside and outside the classroom.
5. Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success.

District Student Outcome Goals (2 year plan)

SOG #1 The percentage of third grade students in the district who meet or exceed Postsecondary Readiness Standard as measured by STAAR will increase from 34% to 46% by 2020-21.

SOG #2 The percentage of students in the district who are economically disadvantaged that meet or exceed the STAAR Grade Level Postsecondary Readiness Standard for all grades on two or more subjects will increase from 28% to 40% by 2020-21.

SOG#3 The percentage of graduates displaying college readiness in the district who earn at least 12 hours of Postsecondary Credit will increase from 10.7% to 21% by 2020-21.

Vision

Manor ISD strives for excellence through strong partnerships and a culture of continuous improvement resulting in innovative, proficient, empowered, forward-looking students.

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

Student Academic Achievement

Student Academic Achievement Summary

STAAR scores for the 2016-2017 school year are as follows:

Reading--All-60%--Afri-Amer--49%--Hisp--63%--EconDis--60%--SPED--36%

Math-----All-65%--Afri-Amer--40%--Hisp--68%--EconDis--64%--SPED--43%

Writing--All-40%--Afri-Amer--20%--Hisp--46%--EconDis--40%--SPED--20%

Science--All-52%--Afri-Amer--33%--Hisp--58%--EconDis--53%--SPED--33%

Area of strength.....

The Hispanic sub population out performed the ALL group category in all subjects. Efforts will be focused on continued growth in all content areas.

Areas of Need.....

African American sub population scored -11% in Reading, -25% in math, -20% in writing, and -19% in science when compared to the ALL category.

SPED students scored -24% in reading, -22% in math, -20% in writing, and -19% in science when compared to the ALL category. Resources will be allocated to improving the areas of need and increasing student performance in other sub groups.

Student Academic Achievement Strengths

Area of strength.....

The Hispanic sub population out performed the ALL group category in all subjects. Efforts will be focused on continued growth in all content areas.

Areas of Need.....

African American sub population scored -11% in Reading, -25% in math, -20% in writing, and -19% in science when compared to the ALL category.

SPED students scored -24% in reading, -22% in math, -20% in writing, and -19% in science when compared to the ALL category. Resources will be allocated to improving the areas of need and increasing student performance in other sub groups.

Priority Problem Statements

Problem Statement 1: Student performance on the STAAR writing assessment 45% passing.

Root Cause 1: Lack of a vertical alignment of a campus-wide writing program that includes revising/editing, mechanics and organization of ideas.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: Student performance on the STAAR science assessment 56%.

Root Cause 2: Lack of vertical alignment of a campus-wide science program that includes in-depth learning of science TEKS in grades K-4.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: The African American population scores significantly below other groups on state assessments....20% Writing, 33% Science,40% math

Root Cause 3: Lack of a consistent school wide discipline plan and parent involvement. Lack of teacher capacity, especially in grades K-2.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: "Students are nice to each other at my school" results were the lowest in the Studer Student Survey (3.56).

Root Cause 4: Lack of a consistent school wide restorative discipline and bullying plan that involves the home.

Problem Statement 4 Areas: School Culture and Climate

Problem Statement 5: All student groups scored below 57% in STAAR Science and below 47% in STAAR Writing.

Root Cause 5: Lack of teacher capacity. Lack of a consistent school wide science and writing scaffolding plan.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Recruiting effective and certified Bilingual Teachers.

Root Cause 6: State wide Bilingual teacher shortage and other school districts offering higher pay incentives.

Problem Statement 6 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 7: Lack of alignment between curriculum taught, discussed and tested.

Root Cause 7: Lack of unit mapping and implementing tight collaborative PLC grade level teams.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment

Problem Statement 8: Studer Parent Engagement Survey lowest area. "I would recommend this school to other parents (3.61).

Root Cause 8: OME historically has failed to advertise the school positives.

Problem Statement 8 Areas: Parent and Community Engagement

Problem Statement 9: Focusing on the DAQ as a teaching tool rather than an informational tool.

Root Cause 9: Lack of intentional implementation of consistent rigorous lesson plans.

Problem Statement 9 Areas: School Context and Organization

Problem Statement 10: There's a perception among teachers that classrooms have an unequal number of student iPads/Chromebooks. Some teachers report

that they don't have enough student technology to form a center group.

Root Cause 10: Lack of transparent system for technology inventory and control.

Problem Statement 10 Areas: Technology

Problem Statement 11: SPED students scores are significantly below other groups on state assessments.....20% writing, 33% science,36% reading.

Root Cause 11: Lack of collaboration between general education and SPED inclusion teachers.

Problem Statement 11 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility

- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals








Goal 1: Be a district of choice in this Texas Region based on student success.

Performance Objective 1: By Spring 2019 all student groups will increase performance in reading at or above C (40) rating as calculated by TEA. (approaches + meets + masters)/3

Evaluation Data Source(s) 1: STAAR Reading

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Incorporate rigorous reading instruction for all student groups. Specifically targeting and monitoring African American students and Special Ed students. Including appropriate reading supplies and materials.</p>	S. Vega, J. Garza, K. Wyman, M. Mandujano,	By Spring 2019 all student groups will increase performance in reading at or above C (40) rating as calculated by TEA.				
<p>Problem Statements: Student Achievement 4 Funding Sources: Local Funds - Instruction - 500.00</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Provide professional development 1-2 times a month driven by teacher need and student performance data. Provide substitutes for job embedded PD and student testing support. Attend PLC, Reading/Writing Strategy or AVID conference.</p>	S. Vega, J. Garza, K. Wyman, M. Mandujano,	By Spring 2018 all student groups will increase performance in reading at or above C (40) rating as calculated by TEA.				
<p>Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: Title I, Part A - 3000.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Use a systematic set of resources to target specific student response to interventions i.e. Comprehension Tool Kit, MVRC, Reading A-Z, LLI, TPRI/TEJAS LEE, Esperanza, Estrellita, STAAR Ready</p>	S.Vega, J.Garza, K.Wyman, M. Mandujano,	Consistent use of utilizing intervention data and resources to improve student progress as seen on universal reading screeners such as DRA, TPRI/TEJAS LEE, MVRC.				
<p>Problem Statements: Demographics 1 - Student Achievement 3, 4 Funding Sources: Local Funds - Instruction - 500.00, State Compensatory Education - 6000.00</p>						

<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>4) Provide after school tutorials and Saturday intervention camps. Provide unit mapping opportunities for PLC teams outside of normal school duty day.</p>	S.Vega J. Garza K. Wyman M. Mandujano Q. Gildon	Increased student performance as measured by district CFA and CBAs				
		<p>Problem Statements: Demographics 1 - Student Achievement 4 Funding Sources: Title I, Part A - 3000.00, State Compensatory Education - 13054.00, Title III, Part A - 1500.00</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Performance Objective 1 Problem Statements:

<p>Demographics</p>
<p>Problem Statement 1: All student groups scored below 57% in STAAR Science and below 47% in STAAR Writing. Root Cause 1: Lack of teacher capacity. Lack of a consistent school wide science and writing scaffolding plan.</p>
<p>Student Achievement</p>
<p>Problem Statement 4: SPED students scores are significantly below other groups on state assessments.....20% writing, 33% science,36% reading. Root Cause 4: Lack of collaboration between general education and SPED inclusion teachers.</p>
<p>Problem Statement 3: The African American population scores significantly below other groups on state assessments....20% Writing, 33% Science,40% math Root Cause 3: Lack of a consistent school wide discipline plan and parent involvement. Lack of teacher capacity, especially in grades K-2.</p>
<p>Curriculum, Instruction, and Assessment</p>
<p>Problem Statement 1: Lack of alignment between curriculum taught, discussed and tested. Root Cause 1: Lack of unit mapping and implementing tight collaborative PLC grade level teams.</p>

Goal 1: Be a district of choice in this Texas Region based on student success.

Performance Objective 2: 90% of students will read at or above grade level by the end of kinder, first and second grade.

Evaluation Data Source(s) 2: TPRI, Tejas Lee, DRA

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Make available to K-2 teachers reading materials to supplement differentiation strategies in the classroom. i.e. RAZ Kids, Reading A-Z, etc.</p>	S.Vega, J.Garza, K.Wyman, M. Mandujano	At or above 90% of 2nd graders reading at grade level by the end of the 2018-2019 school year.				
<p>Problem Statements: Student Achievement 3 Funding Sources: Title I, Part A - 1246.00</p>						
<p>TEA Priorities Build a foundation of reading and math Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>2) Make available PD/training for K-2 Literacy Coach and Asst. Principal via conferences that will lead to using data to drive instruction.</p>	S.Vega	At or above 90% of 2nd graders reading at grade level by the end of the 2018-2019 school year.				
<p>Funding Sources: Title I, Part A - 1000.00</p>						
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Performance Objective 2 Problem Statements:

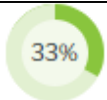
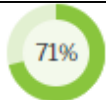
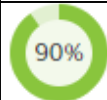




Student Achievement
<p>Problem Statement 3: The African American population scores significantly below other groups on state assessments....20% Writing, 33% Science,40% math Root Cause 3: Lack of a consistent school wide discipline plan and parent involvement. Lack of teacher capacity, especially in grades K-2.</p>

Goal 1: Be a district of choice in this Texas Region based on student success.

Performance Objective 3: By Spring 2019 students meeting the college readiness indicator measured by STAAR will increase by 7% in all tested content areas.

Evaluation Data Source(s) 3: STAAR Reading, STAAR Math, STAAR Science, STAAR Writing

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Train teachers using AVID WICOR model that focuses on inquiry and socratic seminars.</p> <p>Use AVID Kinder organizational strategies in PK second semester so that PK can successfully transition into Kinder.</p>	PLC grade level teams S.Vega J.Garza	At least a 7% increase on STAAR college readiness indicator.				
<p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Title I, Part A - 500.00</p>						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Lack of alignment between curriculum taught, discussed and tested. Root Cause 1: Lack of unit mapping and implementing tight collaborative PLC grade level teams.</p>

Goal 1: Be a district of choice in this Texas Region based on student success.

Performance Objective 4: By Spring 2019 all student groups will increase performance in math at or above C (40) rating as calculated by TEA. (approaches + meets + masters)/3

Evaluation Data Source(s) 4: STAAR Math

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Incorporate rigorous math instruction for ALL student groups.</p> <p>Hire an Interventionist/Coach to lead the initiative.</p>	S. Vega, J. Garza, K. Wyman, M. P. Hunt	Spring 2019 all student groups will increase performance in math at or above C (40) rating as calculated by TEA.				
<p>Problem Statements: Demographics 1 - Student Achievement 3 Funding Sources: Title I, Part A - 54625.00</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Continue Formative Loop math numeracy program grades 1-5. Need extra copy paper.</p>	S.Vega J.Garza P.Hunt	Spring 2019 all student groups will increase performance in math at or above C (40) rating as calculated by TEA.				
<p>Problem Statements: Demographics 1 - Student Achievement 3 Funding Sources: Local Funds - Instruction - 1000.00, Title I, Part A - 1655.00</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Use a systematic set of resources to target specific student response to interventions i.e. school day interventionist, Aimsweb, Teacher Created Materials Publishing,</p>	S.Vega J. Garza P.Hunt	By Spring 2019 all student groups will increase performance in math at or above C (40) rating as calculated by TEA.				
<p>Problem Statements: Demographics 1 - Student Achievement 3 Funding Sources: State Compensatory Education - 200.00, Title III, Part A - 1500.00</p>						
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: All student groups scored below 57% in STAAR Science and below 47% in STAAR Writing. **Root Cause 1:** Lack of teacher capacity. Lack of a consistent school wide science and writing scaffolding plan.

Student Achievement

Problem Statement 3: The African American population scores significantly below other groups on state assessments....20% Writing, 33% Science,40% math **Root Cause 3:** Lack of a consistent school wide discipline plan and parent involvement. Lack of teacher capacity, especially in grades K-2.

Goal 1: Be a district of choice in this Texas Region based on student success.

Performance Objective 5: By Spring 2019 4th grade students will increase performance in writing at or above C (40) rating as calculated by TEA. (approaches + meets + masters)/3

Evaluation Data Source(s) 5: STAAR Writing

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) Incorporate rigorous writing instruction for all student groups. Specifically targeting and monitoring African American students and Special Ed students.	S. Vega, J. Garza, K. Wyman,	By Spring 2019 4th grade students will increase performance in Writing at or above C (40) rating as calculated by TEA.				
Problem Statements: Student Achievement 1, 3, 4 Funding Sources: Local Funds - Instruction - 500.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: Student performance on the STAAR writing assessment 45% passing. Root Cause 1: Lack of a vertical alignment of a campus-wide writing program that includes revising/editing, mechanics and organization of ideas.
Problem Statement 3: The African American population scores significantly below other groups on state assessments.....20% Writing, 33% Science,40% math Root Cause 3: Lack of a consistent school wide discipline plan and parent involvement. Lack of teacher capacity, especially in grades K-2.
Problem Statement 4: SPED students scores are significantly below other groups on state assessments.....20% writing, 33% science,36% reading. Root Cause 4: Lack of collaboration between general education and SPED inclusion teachers.

Goal 1: Be a district of choice in this Texas Region based on student success.

Performance Objective 6: By Spring 2019 5th grade students will increase performance in Science at or above C (40) rating as calculated by TEA. (approaches + meets + masters)/3

Evaluation Data Source(s) 6: STAAR Science

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>1) Appropriate science materials will be made available to the teaching staff.....science lab, STAAR aligned science assessment and practice workbooks...i.e. STAAR Master, Measuring Up, Kamico Instructional Media, etc</p>	S.Vega, J. Garza, P. Hunt	By Spring 2019 5th grade students will increase performance in Science at or above C (40) rating as calculated by TEA. (approaches + meets + masters)/3				
<p>Problem Statements: Demographics 1 - Student Achievement 2, 3, 4 Funding Sources: Title I, Part A - 1000.00, State Compensatory Education - 200.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) 2. Science personnel will attend CAST conference</p>	S.Vega, J. Garza, P. Hunt	By Spring 2019 5th grade students will increase performance in Science at or above C (40) rating as calculated by TEA. (approaches + meets + masters)/3				
<p>Funding Sources: Title I, Part A - 2500.00</p>						
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Performance Objective 6 Problem Statements:








Demographics
Problem Statement 1: All student groups scored below 57% in STAAR Science and below 47% in STAAR Writing. Root Cause 1: Lack of teacher capacity. Lack of a consistent school wide science and writing scaffolding plan.
Student Achievement
Problem Statement 2: Student performance on the STAAR science assessment 56%. Root Cause 2: Lack of vertical alignment of a campus-wide science program that includes in-depth learning of science TEKS in grades K-4.
Problem Statement 3: The African American population scores significantly below other groups on state assessments.....20% Writing, 33% Science,40% math Root Cause 3: Lack of a consistent school wide discipline plan and parent involvement. Lack of teacher capacity, especially in grades K-2.
Problem Statement 4: SPED students scores are significantly below other groups on state assessments.....20% writing, 33% science,36% reading. Root Cause 4: Lack of collaboration between general education and SPED inclusion teachers.

Goal 2: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

Performance Objective 1: Teams discuss department/team's professional needs and goals during PLC's 85% of the time.

Evaluation Data Source(s) 1: PLC agenda/minutes, staff surveys

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 1) Grade level teachers meet on a consistent weekly basis to plan collaboratively adhering to established norms.	S.Vega, J.Garza, K.Wyman, P.Hunt, M.Mandujano, Grade Level Chairs	Improve climate and culture thus improving student performance				
Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: "Students are nice to each other at my school" results were the lowest in the Studer Student Survey (3.56). Root Cause 1: Lack of a consistent school wide restorative discipline and bullying plan that involves the home.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Recruiting effective and certified Bilingual Teachers. Root Cause 1: State wide Bilingual teacher shortage and other school districts offering higher pay incentives.
Curriculum, Instruction, and Assessment
Problem Statement 1: Lack of alignment between curriculum taught, discussed and tested. Root Cause 1: Lack of unit mapping and implementing tight collaborative PLC grade level teams.

Goal 2: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

Performance Objective 2: 97% of campus staff feel students at their school meet behavior expectations.

Evaluation Data Source(s) 2: discipline referrals, PBIS data, staff surveys

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Implement and utilize a consistent school wide discipline plan integrating CHAMPS, Second Step and PBIS strategies</p>	S.Vega, J.Garza, J. Kim and PBIS team	Maximize instructional time and improve student perception of a safe school learning environment.				
<p>Problem Statements: Student Achievement 3 Funding Sources: Title I, Part A - 600.00</p>						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) Implement a positive/ incentive driven school wide attendance plan for all students.</p>	S.Vega Alice Harrison Joanne Coatney	97% or better student attendance				
<p>Problem Statements: Demographics 1 Funding Sources: Local Funds - Instruction - 800.00</p>						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) Continue school integrated health plan that includes Fitness Gram/CATCH PE curriculum, Sprouts garden and SHAC committee.</p>	S.Vega J. Garza	Improved student health as measured by Fitness Gram and SPROUTS surveys.				
<p>Problem Statements: Student Achievement 2 Funding Sources: Local Funds - Instruction - 500.00</p>						
<p style="text-align: center;"> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: All student groups scored below 57% in STAAR Science and below 47% in STAAR Writing. Root Cause 1: Lack of teacher capacity. Lack of a consistent school wide science and writing scaffolding plan.</p>
Student Achievement

Problem Statement 3: The African American population scores significantly below other groups on state assessments....20% Writing, 33% Science,40% math **Root Cause 3:** Lack of a consistent school wide discipline plan and parent involvement. Lack of teacher capacity, especially in grades K-2.

Problem Statement 2: Student performance on the STAAR science assessment 56%. **Root Cause 2:** Lack of vertical alignment of a campus-wide science program that includes in-depth learning of science TEKS in grades K-4.

Goal 2: Be a "great place to work" where employees find purpose, do worthwhile work, and make a difference

Performance Objective 3: At least 90% of campus staff feel their school is a good place to work and learn.

Evaluation Data Source(s) 3: Staff survey,

Summative Evaluation 3:











Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Include teachers in decisions that affect their working environment both directly and indirectly.</p>	S.Vega, J. Garza, Leadership team	Increase Studer Employee Engagement results under decisions that affect their working environment.				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Goal 3: Serve internal and external customers in partnership to support the highest levels of student success

Performance Objective 1: Increase family engagement activities and events for parents/families by 30%

Evaluation Data Source(s) 1: School event calendar, sign in sheets,

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Hire a parent liaison.</p>	<p>Ramon Diaz, District Parent Involvement Coordinator. S.Vega J.Garza Ariana Ramirez</p>	<p>Increase family engagement activities and events for parents/families by 30%</p>				
<p>Problem Statements: Parent and Community Engagement 1 Funding Sources: Title I, Part A - 33685.00, Local Funds - Instruction - 200.00</p>						
<p>2) Provide supplies and materials for parent engagement activities.</p>	<p>A. Ramirez, S.Vega, J. Garza</p>	<p>Increased parent engagement</p>				
<p>Funding Sources: Title I, Part A - 1000.00</p>						
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: Studer Parent Engagement Survey lowest area. "I would recommend this school to other parents (3.61). Root Cause 1: OME historically has failed to advertise the school positives.</p>

Goal 3: Serve internal and external customers in partnership to support the highest levels of student success

Performance Objective 2: Establish an active campus PTA .

Evaluation Data Source(s) 2: PTA member list, minutes, agendas

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Continue to grow the OME PTA in a way that parent involvement increases so that more parents are satisfied.</p>	S.Vega J.Garza	Continue and grow an active campus PTA .				
Problem Statements: Parent and Community Engagement 1						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 2 Problem Statements:







Parent and Community Engagement
Problem Statement 1: Studer Parent Engagement Survey lowest area. "I would recommend this school to other parents (3.61). Root Cause 1: OME historically has failed to advertise the school positives.

Goal 3: Serve internal and external customers in partnership to support the highest levels of student success

Performance Objective 3: We will create a culture where all of our families and community members feel welcome and valued.

Evaluation Data Source(s) 3: parent surveys, visitor list, volunteer list,

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Customer Service Training for office staff and support personnel. Provide advance Skyward training by attending the annual Skyward conference.</p>	<p>S.Vega J.Garza Ariana Ramirez</p>	<p>We will create a culture where all of our families and community members feel welcome and valued.</p>				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 1 - Parent and Community Engagement 1 Funding Sources: Title I, Part A - 2000.00</p>						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Recruiting effective and certified Bilingual Teachers. Root Cause 1: State wide Bilingual teacher shortage and other school districts offering higher pay incentives.
Parent and Community Engagement
Problem Statement 1: Studer Parent Engagement Survey lowest area. "I would recommend this school to other parents (3.61). Root Cause 1: OME historically has failed to advertise the school positives.

Goal 4: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 1: We will increase access to and support for high quality fine arts/technology instruction.

Evaluation Data Source(s) 1: Student and parent surveys,

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Provide K-5 Fine Arts extracurricular clubs that include gymnastics, guitar, choir, art,dance, coding/robotics	Fine Arts Team M.Haas B. Mercer L. Jackson	We will increase access to and support for high quality fine arts instruction.				
Funding Sources: Local Funds - Instruction - 2000.00						
2) Technology will be integrated throughout the school day as well as after school	S.Vega R.Cintron S. Ross J. Garza	Fully functioning Robotics/coding Club and increased iPad/Chromebook/tech student daily use.				
Problem Statements: Student Achievement 2 - Technology 1						
Funding Sources: Local Funds - Instruction - 500.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: Student performance on the STAAR science assessment 56%. Root Cause 2: Lack of vertical alignment of a campus-wide science program that includes in-depth learning of science TEKS in grades K-4.
Technology
Problem Statement 1: There's a perception among teachers that classrooms have an unequal number of student iPads/Chromebooks. Some teachers report that they don't have enough student technology to form a center group. Root Cause 1: Lack of transparent system for technology inventory and control.

Goal 4: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 2: 100% of students will be provided with models and strategies for college readiness through a campus wide AVID focus.

Evaluation Data Source(s) 2: lesson plans, student work,

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
Comprehensive Support Strategy 1) Teachers will incorporate a variety of AVID strategies including WICOR. Students will demonstrate all strategies within the regular school day.... Writing, Inquiry, Collaboration, Organization, and Reading.	S.Vega J.Garza, Wyman, Hunt	There will be a 7% increase on College Career Readiness.				
Problem Statements: Student Achievement 1, 3 Funding Sources: Title I, Part A - 3500.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: Student performance on the STAAR writing assessment 45% passing. Root Cause 1: Lack of a vertical alignment of a campus-wide writing program that includes revising/editing, mechanics and organization of ideas.
Problem Statement 3: The African American population scores significantly below other groups on state assessments....20% Writing, 33% Science,40% math Root Cause 3: Lack of a consistent school wide discipline plan and parent involvement. Lack of teacher capacity, especially in grades K-2.

Goal 4: Engage Students in a variety of individualized and flexible learning opportunities inside and outside the classroom.

Performance Objective 3: Utilize Communities in Schools services, as appropriate, to develop and strengthen the social and emotional needs of students at OME

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
1) Provide individual and group counseling resources	Kristina Libbey					
2) Broker with community partners to increase supports and resources for students and families	Kristina Libbey					
3) Offer teacher resources, as needed, to promote a climate of engagement and positive relationships	Kristina Libbey					
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 5: Allocate resources with a relentless focus on efficiency and effectiveness based on priorities of student success

Performance Objective 1: Analyze STAAR and campus data to allocate resources including comprehensive needs assessment to focus on efficiency and effectiveness based on priorities of student success.

Evaluation Data Source(s) 1: comprehensive needs assessments, universal screeners, STAAR data,

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	May
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>1) Review STAAR and disaggregate the data according to sub pops and content areas.</p> <p>Allocate local and special revenue funds to critical areas of need.</p>	S.Vega, J. Garza, +Leadership Team	Improved student performance in all areas of STAAR.				
<p>Problem Statements: Demographics 1 - Student Achievement 3 - School Context and Organization 1</p> <p>Funding Sources: Local Funds - Instruction - 1000.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 6</p> <p>2) Disaggregate universal screeners and campus assessments</p>	S.Vega, J.Garza +Leadership Team	Improved student performance as measured by universal screeners and campus				
<p>Problem Statements: Demographics 1 - Student Achievement 3</p> <p>Funding Sources: Local Funds - Instruction - 1000.00</p>						
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>						

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: All student groups scored below 57% in STAAR Science and below 47% in STAAR Writing. Root Cause 1: Lack of teacher capacity. Lack of a consistent school wide science and writing scaffolding plan.</p>
Student Achievement

Problem Statement 3: The African American population scores significantly below other groups on state assessments....20% Writing, 33% Science,40% math **Root Cause 3:** Lack of a consistent school wide discipline plan and parent involvement. Lack of teacher capacity, especially in grades K-2.

School Context and Organization

Problem Statement 1: Focusing on the DAQ as a teaching tool rather than an informational tool. **Root Cause 1:** Lack of intentional implementation of consistent rigorous lesson plans.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Incorporate rigorous reading instruction for all student groups. Specifically targeting and monitoring African American students and Special Ed students. Including appropriate reading supplies and materials.
1	1	2	Provide professional development 1-2 times a month driven by teacher need and student performance data. Provide substitutes for job embedded PD and student testing support. Attend PLC, Reading/Writing Strategy or AVID conference.
1	1	4	Provide after school tutorials and Saturday intervention camps. Provide unit mapping opportunities for PLC teams outside of normal school duty day.
1	2	1	Make available to K-2 teachers reading materials to supplement differentiation strategies in the classroom. i.e. RAZ Kids, Reading A-Z, etc.
1	3	1	Train teachers using AVID WICOR model that focuses on inquiry and socratic seminars. Use AVID Kinder organizational strategies in PK second semester so that PK can successfully transition into Kinder.
1	4	1	Incorporate rigorous math instruction for ALL student groups. Hire an Interventionist/Coach to lead the initiative.
1	4	2	Continue Formative Loop math numeracy program grades 1-5. Need extra copy paper.
1	4	3	Use a systematic set of resources to target specific student response to interventions i.e. school day interventionist, Aimsweb, Teacher Created Materials Publishing,
1	5	1	Incorporate rigorous writing instruction for all student groups. Specifically targeting and monitoring African American students and Special Ed students.
2	2	2	Implement a positive/ incentive driven school wide attendance plan for all students.
4	2	1	Teachers will incorporate a variety of AVID strategies including WICOR. Students will demonstrate all strategies within the regular school day....Writing, Inquiry, Collaboration, Organization, and Reading.
5	1	1	Review STAAR and disaggregate the data according to sub pops and content areas. Allocate local and special revenue funds to critical areas of need.

State Compensatory

Budget for Oak Meadows Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199 E 11 6117 00 107 0 24 157	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$26,108.00
6100 Subtotal:		\$26,108.00

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ariana Ramirez	Parent Liaison		1
Pamela Hunt	Interventionist		1

Campus Funding Summary

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	substitutes for testing support and job embedded PD and conference		\$3,000.00
1	1	4	out of school tutorials		\$3,000.00
1	2	1	RAZ Kids license		\$1,246.00
1	2	2			\$1,000.00
1	3	1	AVID supplies/binders		\$500.00
1	4	1			\$54,625.00
1	4	2	need extra copy paper		\$1,655.00
1	6	1	Science consumable workbooks		\$1,000.00
1	6	2			\$2,500.00
2	2	1			\$600.00
3	1	1			\$1,000.00
3	1	1			\$30,685.00
3	1	1	parent involvement supplies and materials		\$2,000.00
3	1	2			\$1,000.00
3	3	1			\$2,000.00
4	2	1	Purchase student planners for student organization skill development.		\$3,500.00
Sub-Total					\$109,311.00
Budgeted Fund Source Amount					\$1,200.00
+/- Difference					\$-108,111.00
Grand Total					\$109,311.00