

# Fort Bend Independent School District



## Oakland Elementary

Accountability Rating: B

## 2025-2026 Campus Improvement Plan

# Mission Statement

FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Oakland Elementary provides an environment to EQUIP all students with skills and character, inspiring them to pursue futures beyond what they can imagine.

# Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

The vision of Oakland Elementary is dedicated to providing the highest level of educational commitment to our students, families, and one another, with a sense of warmth, friendliness, individual pride and Wildcat Spirit!

# Value Statement

**R**espect others **O**utshine expectations **A**lways be positive **R**  
oaring to Success

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# Comprehensive Needs Assessment

# Demographics

## Summary

### DEMONOGRAPHICS

- Waterside Estates
- Waterside Estates Village
- Fieldstone
- Grand Mason Apartments
- Waterside at Mason Apartments
- Overflow from JNE

After steadily increasing from 2019-2023, Oakland is beginning to slowly decline. Oakland was projected to lose over a hundred students for the 24-25, with a projected enrollment of 770 students. However, we ended the year with 817 students. Oakland's projected enrollment for the 25-26 school year was 741. We currently have 785 students enrolled with 15 in the queue.

YEAR	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
TOTAL # OF STUDENTS	761	860	871	868	919	876	770 PROJECTED Current Enrollment 833	741 PROJECTED Current Enrollment 817

Oakland has a diverse student population that continues to reflect changes in demographics.

Ethnicity	% of students 18-19	% of students 19-20	% of students 20-21	% of students 21-22	% of students 22-23	% of students 23-24	% of students 24-25
Hispanic/Latino	23.19	23.75	23.8	22.47	23.72	23.06	21.09
American Indian	0	0.11	0.11	0.23	0.22	0.23	0.12
Asian	13.91	16.25	17.62	17.63	19.48	20.32	22.32
Black/African American	25.09	26.36	28.26	30.3	30.36	31.05	31.32
Native American/ Pacific Islander	0.71	0.57	0.46	0.12	0.11	0.11	0
White	31.63	27.5	24.14	23.85	20.46	19.18	19.36
Two or More	5.47	5.45	5.61	5.41	5.66	6.05	5.8
Economically Disadvantaged	26.87	28.75	34.44	41.01	47.33	46.92	41.31
At Risk	28.54	26.59	28.03	28.92	33.62	39.84	42.54
ELL	11.53	12.61	15.56	17.74	19.26	15.75	14.3

Emergent Bilingual	12.25	12.73	15.79	18.32	19.8	22.26	20.72
Special Education	9.87	13.41	14.65	14.06	15.23	17.01	18.25
Dyslexia	3.33	3.07	4	4.49	5.44	6.62	5.92
Speech	36.14	36.44	32.03	30.33	33.57	20.13	18.24
504	6.54	3.64	3.66	3.11	3.05	3.65	2.71
Gifted & Talented	2.97	3.18	2.97	2.88	3.7	5.59	5.8

Attendance rate has improved; however, it have not returned to pre-pandemic levels.

YEAR	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
Attendance Rate	97.80%	97.60%	97.50%	97.50%	97.20%	97.30%	94.00%	95.30%	95.30%	96.90%

## Strengths

Oakland continues to maintain a very diverse, well-balanced student population. (AA-31.32%, H-21.09%, W-19.36, A-22.32%).

While attendance has not returned to pre-Pandemic proportions, it has increased since the 23-24 school year from 95.3% to 96.9%.

Oakland had 10 after school clubs for the 24-25 school year including: Step Team, Student Council, Coding, Robotics, Little Robotics, Cheer, Choir, Fitness, Running, Broadcast

Wildcat families are actively involved, however, we would like to increase parent participation in OE's social media platforms.

# Problem Statements Identifying Demographics Needs

## Problem Statement

## Root Cause

1

While Oakland's attendance rate improved from 95.3% to 96.9% in 24-25, it still has not returned to the pre-pandemic levels of 97%.

Lingering effects of the Pandemic, remain an influence on students' attendance habits and family perceptions of illness related absences. Additionally, increases in mental health challenges in a growing trend of extended family travel or non-urgent absences have impacted consistent student attendance.

 = Priority

# Student Learning

## Summary

### Overall Trends-OE STAAR Science

The data reveals a notable decline in science proficiency over the six-year span, with significant shifts across all performance categories. Additionally, the Asian student population is not meeting target goals in mathematics, indicating an area of concern that requires focused intervention.

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### Did Not Meet Grade Level

- **Increased from 12% in 2019 to 27% in 2025**, indicating a growing number of students not meeting the minimum expectations.
  - The most dramatic rise occurred between **2019 and 2021 (+18%)**, likely reflecting pandemic-related disruptions.
  - A brief improvement in 2022 was followed by another increase in 2024, before a slight recovery in 2025.
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### Approaches Grade Level

- **Dropped sharply from 88% in 2019 to 42% in 2025, a 46-point decline.**
  - After a small rebound in 2022, scores plummeted in 2024 (down 52 points from 2022), then partially recovered in 2025.
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### Meets Grade Level

- **Fell from 68% in 2019 to just 17% in 2025, a 51-point decrease.**
  - The steepest drop occurred between 2019 and 2021 (-41%), with a brief recovery in 2022, followed by continued decline.
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### Masters Grade Level

- **Declined from 37% in 2019 to 13% in 2025, a 24-point drop.**
  - The most significant drop was between 2019 and 2021 (-25%), with only modest gains and losses in subsequent years.
- 

## Key Takeaways

- **Science proficiency has steadily declined** since 2019, especially in the higher performance bands (Meets and Masters).
- The **2021 scores reflect the pandemic's impact**, with some recovery in 2022, but performance dropped again in 2024.
- **2025 shows slight improvement** in the lower bands, but **overall proficiency remains well below pre-**

5th STAAR Science Proficiency				
Year	Did Not Meet	Approaches Grade Level	Meets Grade Level	Masters Grade Level
2019	12%	88%	68%	37%
2021	30%	70%	27%	12%
2022	21%	79%	50%	22%
2023				
2024	32%	27%	23%	18%
2025	27%	42%	17%	13%

## STAAR Overview

	3rd Math 24-25	3rd Math 23-24	3rd Math 22-23	3rd Math 21-22	3rd Read 24-25	3rd Read 23-24	3rd Read 23-22	3rd Read 21-22	4th Math 24-25	4th Math 23-24	4th Math 22-23	4th Math 21-22	4th Read 24-25	4th Read 23-24	4th Read 22-23
Masters Standard	28%	15%	27%	34%	28%	27%	23%	43%	34%	26%	28%	46%	24%	30%	30%
Meets Standard	34%	42%	27%	23%	37%	35%	45%	26%	29%	27%	31%	21%	37%	39%	35%
Approaches Standard	26%	25%	26%	22%	23%	27%	23%	18%	22%	20%	24%	24%	31%	23%	25%
Did Not Meet Standard	13%	18%	19%	21%	12%	11%	9%	13%	16%	26%	17%	10%	8%	8%	10%
Total Passing	88%	82%	81%	79%	88%	89%	91%	87%	85%	74%	83%	90%	92%	92%	90%

### 3rd Grade Trends Math

- **Masters Level:** After a dip to 15% in 2023–24, mastery rebounded to 28% in 2024–25, nearly matching 2022–23 levels.
- **Meets Standard:** Peaked at 42% in 2023–24, then declined to 34% in 2024–25.
- **Approaches & Did Not Meet:** Fairly stable, with a slight improvement in students not meeting the standard (21% in 2021–22 down to 13% in 2024–25).
- **Total Passing:** Gradual improvement from 79% in 2021–22 to 88% in 2024–25.

### Reading

- **Masters Level:** Declined from a high of 43% in 2021–22 to 28% in 2024–25.
- **Meets Standard:** Increased from 26% to 37% over the same period.
- **Total Passing:** Remained strong, consistently above 87%, peaking at 91% in 2022–23.

### 4th Grade TrendsMath

- **Masters Level:** Dropped significantly from 46% in 2021–22 to 26% in 2023–24, then recovered to 34% in 2024–25.
- **Meets Standard:** Fluctuated slightly, with a low of 21% in 2021–22 and a modest rise to 29% in 2024–25.
- **Did Not Meet:** Spiked to 26% in 2023–24 but improved to 16% in 2024–25.
- **Total Passing:** Declined to 74% in 2023–24 but rebounded to 85% in 2024–25.

#### Reading

- **Masters Level:** Declined from 41% in 2021–22 to 24% in 2024–25.
- **Meets Standard:** Rose slightly from 30% to 37%.
- **Total Passing:** Remained consistently high at 90% or above.

### 5th Grade TrendsMath

- **Masters Level:** Dropped from 34% in 2022–23 to 22% in 2024–25.
- **Meets Standard:** Declined slightly from 36% to 30%.
- **Did Not Meet:** Increased from 9% in 2022–23 to 17% in 2024–25.
- **Total Passing:** Decreased from a peak of 91% in 2022–23 to 83% in 2024–25.

#### Reading

- **Masters Level:** Declined from 51% in 2021–22 to 43% in 2024–25, though still strong.
- **Meets Standard:** Increased from 24% to 34%.
- **Total Passing:** Remained very high, consistently above 90%.

### Key Takeaways

- **Reading performance** across all grades has remained strong, with **total passing rates consistently above 87%**, despite some shifts between Masters and Meets levels.
- **Math performance** shows more variability, especially in 4th and 5th grades, with **notable dips in mastery and increases in students not meeting standards** in recent years.
- **Recovery trends** are visible in 3rd and 4th grade Math from 2023–24 to 2024–25, suggesting effective interventions or curriculum adjustments.

## MAP Growth Math

Grade Level	Growth Median MOY	Growth Median EOY	Red Level MOY	Red Level EOY
All Grades	48th	47th	23%	20%
K	64th	38th	17%	29%
1st	49th	56th	22%	18%
2nd	50th	55th	22%	14%
3rd	49th	58th	20%	9%
4th	43rd	47th	26%	18%
5th	43rd	31st	27%	32%

### MAP Math:

## **Overall Trends (All Grades):**

The growth median slightly decreased from the 48th percentile at MOY (Middle of Year) to the 47th percentile at EOY (End of Year), indicating relatively flat growth across the campus.

The percentage of students performing at the red level (likely indicating at-risk or urgent intervention needed) improved, decreasing from 23% to 20%, a 3% drop.

## **Grade-Level Trends:**

### **Kindergarten:**

Growth median dropped significantly from the 64th to the 38th percentile.

Red level students increased from 17% to 29%, suggesting regression or possible misalignment with instructional supports.

### **1st Grade:**

Growth median increased from the 49th to the 56th percentile.

Red level students decreased from 22% to 18%, indicating positive progress and strong instructional impact.

### **2nd Grade:**

Growth median increased slightly from 50th to 55th percentile.

Red level students decreased from 22% to 14%, showing steady and effective academic growth.

### **3rd Grade:**

Growth median showed the highest increase from 49th to 58th percentile.

Red level students dropped sharply from 20% to 9%, reflecting strong intervention and instruction.

### **4th Grade:**

Growth median increased from the 43rd to 47th percentile.

Red level decreased from 26% to 18%, a notable improvement indicating targeted supports were effective.

## 5th Grade:

Growth median decreased significantly from the 43rd to the 31st percentile.

Red level students increased from 27% to 32%, suggesting areas of concern and a need for instructional adjustments or supports.

## Summary of Strengths:

Grades 1st, 2nd, 3rd, and 4th showed growth in both performance and a decrease in red-level students.

3rd grade had the strongest growth with a +9 percentile point increase in growth median and -11% drop in red level students.

## Areas of Concern:

Kindergarten and 5th Grade experienced declines in growth medians and increases in red-level percentages, signaling the need for strategic review and targeted intervention.

## MAP Growth Reading

Grade Level	Growth Median MOY	Growth Median EOY	Red Level MOY	Red Level EOY
All Grades	51st	45th	26%	23%
K				
1st	45th	34th	33%	33%
2nd	46th	44th	29%	25%
3rd	65th	60th	17%	16%
4th	54th	40th	24%	28%
5th	53rd	48th	23%	16%

## MAP Reading:

### Overall Trends (All Grades):

The growth median for all grades decreased from the 51st percentile at MOY to the 45th percentile at EOY.

The percentage of red level students (likely those at-risk or requiring urgent intervention) improved from 26% to 23%, a 3% decrease.

### Grade-Level Trends:

#### 1st Grade:

Growth median declined from 45th to 34th percentile.

Red level percentage remained constant at 33%, indicating little to no progress in closing gaps.

### **2nd Grade:**

Slight decline in growth median from 46th to 44th percentile.

Red level students decreased from 29% to 25%, showing moderate improvement.

### **3rd Grade:**

High performance maintained, though slightly down from 65th to 60th percentile.

Red level students decreased slightly from 17% to 16%, sustaining a relatively strong position.

### **4th Grade:**

Significant decline in growth median from 54th to 40th percentile.

Red level students increased from 24% to 28%, signaling a need for targeted intervention and support.

### **5th Grade:**

Moderate decline in growth median from 53rd to 48th percentile.

Red level students improved from 23% to 16%, a 7% decrease, indicating instructional support may have had a positive impact.

### **Summary of Strengths:**

3rd and 5th grades are bright spots:

3rd maintained high median growth and low red levels.

5th saw a drop in red level students despite a slight drop in growth percentile.

### **Areas of Concern:**

4th grade saw both a drop in growth percentile and an increase in red level students, pointing to a need for review of instruction and intervention.

1st grade showed no improvement in red level percentages and a decline in growth median, warranting further analysis of foundational literacy instruction.

## Strengths

Oakland provides a 45 minute small group intervention time during the instructional day referred to as Wildcat Enrichment Block (WEB). During WEB time students receive individualized targeted instruction in math and reading. Teachers meet during PLT (KidWatch) every four weeks and scheduled SST Meetings to track and monitor progress, make academic decisions, and set goals to ensure academic success for all students. Staff uses data reviewed in SST meetings to identify students in need of specialized intervention to place SpEd referrals. This allows those identified students to receive the appropriate individualized academic plan for continued growth and success.

The 2024–2025 academic year shows promising trends in student performance, particularly in mathematics. Fifth-grade students demonstrated an increase in overall math proficiency, with the total percentage of students meeting or exceeding grade-level standards improving from **82% in 2023–2024 to 83% in 2024–2025**, reflecting a **1% gain** in achievement. This suggests that instructional strategies and targeted interventions in mathematics are having a positive impact on student outcomes.

In reading, performance remained relatively strong. These trends highlight strengths in instructional delivery, particularly in math, where consistent gains continue. Continued focus on clarity, alignment, and data-driven support will be essential in sustaining and expanding these academic gains across all content areas.

# Problem Statements Identifying Student Learning Needs

## Problem Statement

## Root Cause

1

Students scoring in the RED Levels on MAP Reading and Math did not meet desired gains of 1.5 year's growth in specific grade levels from 2024-2025.

Staff need training on clear expectations for the instructional model, small group implementation and student ownership of learning practices.

 = Priority

# School Processes & Programs

## Summary

Oakland Staff Information	
<b>Total Staff</b>	81
Teachers	52
Professional Support	5
Campus Administration	2
Educational Aides	10
Full Time Counselor	1
<b>Teachers by Ethnicity:</b>	
African American	13
Hispanic	8
White	23
American Indian	0
Asian	8
Pacific Islander	0
Two or More Races	0
<b>Teachers by Sex:</b>	
Male	3
Female	49
<b>Teachers by Highest Degree Held:</b>	
No Degree	0
Bachelors	41
Masters	11
Doctorate	0
<b>Teachers by Years of Experience:</b>	
Beginning Teachers	
1-5 Years	7
6-10 Years	12
11-20 Years	22
21-30 Years	11
Over 30 Years	0

Oakland Elementary proudly serves as home to over 80 dedicated staff members. As we prepare for the 2025–2026 school year, staffing efforts remain ongoing due to campus growth, relocations, and newly added positions. Recruitment has taken place through multiple channels, including the FBISD Job Fair, the Taleo system, and strong professional recommendations.

A key strength of Oakland lies in its collaborative and strategic approach to instructional leadership. Our Instructional Leadership Team works closely with campus administration to provide coaching, model best practices, and support data-driven decisions. Grade level Professional Learning Teams (PLT) meetings occur every six days, following a structured rotation, to ensure teachers

consistently implement the district curriculum and analyze student data for targeted intervention.

PLTs serve not only as a venue to address student needs but also as an opportunity to celebrate instructional successes and student achievement. Teachers, specialists, and administrators participate actively in these sessions to foster shared ownership of student outcomes. Instructional alignment is supported through frequent classroom walk-throughs and data analysis, and feedback is provided consistently throughout the year to ensure growth and continuous improvement.

Oakland Elementary is also recognized for its commitment to inclusive practices and received an Honor Roll Campus designation during the 25-26 school year. Classrooms reflect heterogeneous groupings that embrace diversity in student strengths and needs. In addition to serving students in Gifted and Talented (GT), English as a Second Language (ESL), Section 504, and Special Education (including Inclusion and Resource settings), Oakland also offers specialized support through the ABC and SAILS programs.

Communication and clarity of expectations are a priority for Oakland's leadership. Information is shared through faculty meetings, team leader meetings, emails, T-TESS conferences, classroom walk-throughs, and PLTs. This consistent communication helps ensure that instruction remains differentiated, research-based, and aligned to district standards.

Oakland Elementary continues to foster a culture of collaboration, accountability, and instructional excellence to meet the diverse needs of all students.

## Strengths

Oakland Elementary maintains a strong commitment to data-driven instruction. Teachers consistently collect and update student performance data using the Oakland RI spreadsheet, which serves as a key tool for tracking and analyzing academic progress and intervention effectiveness. This proactive approach ensures timely and responsive instructional planning.

In addition to the 45-minute Wildcat Enrichment Block (WEB), Oakland expanded its intervention support in October by adding dedicated Math and Reading interventionists. These interventionists provide targeted small-group instruction to students who require additional academic reinforcement but do not qualify for Tier 3 interventions. Support is delivered three times a week, with a focus on closing instructional gaps and accelerating student growth.

Oakland also benefits from a well-established Positive Behavioral Interventions and Supports (PBIS) framework. Core components include the "Guidelines for Success," the "Profile of a Wildcat," and the use of Class Dojo for real-time behavioral feedback and communication with families. These structures promote a safe, respectful, and positive learning environment.

Additional strengths of the campus include collaborative planning practices, individualized goal setting, clear and consistent communication of expectations, and a strong focus on effective data analysis. These elements collectively support a culture of academic excellence and student-centered instruction.

# Problem Statements Identifying School Processes & Programs Needs

## Problem Statement

## Root Cause

1

Oakland Elementary has observed a noticeable decline in students' intrinsic motivation to engage in learning. Students are exhibiting decreased ownership of their academic progress, reduced enthusiasm for instructional tasks, and lower levels of self-directed learning.

A combination of factors, including the long-term impact of pandemic-related disruptions that affected routine, socialization, and academic stamina. Additionally, limited opportunities for student voice, choice, and autonomy in daily instruction may have reduced students' sense of ownership and relevance in their learning.

 = Priority

# Perceptions

## Summary

Based on FBISD **Culture and Climate Survey** data, the Emotional Engagement dimension was evaluated through four key factors: **Teacher-Student Relationships**, **Peer Support of Learning**, **Family Support of Learning**, and **Disaffection**. Each factor reflects the degree to which our students feel emotionally connected and supported within their learning environment.

### OE Teacher-Student Relationships (Score: 3.14)

This factor measures students' perceptions of their emotional connection and interactions with teachers, including whether they feel respected, valued, and supported. With a score of **3.14**, our students generally reported moderate positive interactions with their teachers. However, there remains room for growth, particularly in ensuring that all students consistently experience respectful and encouraging relationships across classrooms.

### OE Peer Support of Learning (Score: 3.11)

Peer Support of Learning focuses on how well students collaborate, encourage one another, and contribute to each other's academic success. The score of **3.11** suggests that peer relationships could be strengthened to foster a more inclusive and cooperative learning environment. Opportunities to build peer-to-peer collaboration and empathy could help elevate this factor, especially in academic group settings and during peer interactions.

### OE Family Support of Learning (Score: 3.58)

This was the highest-rated category within the Emotional Engagement domain. A score of **3.58** reflects strong family involvement and encouragement in students' educational journeys. Students felt supported at home in ways that positively contribute to their academic and emotional growth. This is a strength that the school can continue to leverage through meaningful family-school partnerships and two-way communication strategies.

### OE Disaffection (Score: 3.04)

Disaffection evaluates students' feelings of disconnect, boredom, or lack of emotional investment in school. A score of **3.04** indicates that a segment of students may be struggling with emotional engagement, potentially leading to disengagement from academic tasks. This trend is consistent with earlier concerns around declining intrinsic motivation and ownership of learning. Targeted efforts to promote relevance, autonomy, and personalized learning experiences could reduce feelings of disaffection.





At Oakland Elementary, fostering a positive and inclusive campus culture is a foundational priority. The continuing mission of the campus is to provide an environment that equips all students with both academic skills and strong character, inspiring them to pursue futures beyond what they can imagine. This mission is embedded in daily instruction, school-wide expectations, and student interactions.

Oakland’s vision speaks to a shared commitment to excellence and community: *"We are dedicated to providing the highest level of educational commitment to our students, families, and one another, with a sense of warmth, friendliness, individual pride, and Wildcat Spirit."* This guiding principle creates an environment where both students and staff feel valued, respected, and empowered to grow.

The school’s values are rooted in the **FBISD Profile of a Graduate** and serve as the foundation for cultivating a strong school culture. These include:

- **Skills for Life**
- **Servant Leadership**
- **Effective Communication**
- **Critical Thinking**
- **Compassionate Citizenship**
- **Collaboration**
- **Life-long Learning**

These values are intentionally modeled and reinforced throughout the school year, not only through academics but also in student recognition programs, leadership opportunities, and campus-wide initiatives.

Through strong PBIS systems, weekly Wildcat announcements that highlight student and staff achievements, and regular community-building events, Oakland continues to nurture a climate where all stakeholders feel connected, supported, and inspired to contribute. Staff members model high expectations while creating a warm and welcoming atmosphere that encourages students to thrive both socially and academically.

Oakland Elementary’s culture is a reflection of its unwavering commitment to student success, staff unity, and community partnership.

## Strengths

Oakland Elementary is recognized for fostering a vibrant, connected, and student-centered culture that supports both academic success and positive stakeholder engagement. With student attendance rates consistently above 96%, Oakland reflects a learning

environment where students feel welcomed, valued, and eager to attend school.

### **Collaborative Culture and Professional Growth**

Professional Learning Teams (PLTs) meet every six days on a rotating schedule, supporting teacher collaboration, shared leadership, and collective efficacy. Team-building and morale-boosting activities are embedded throughout the year, such as motivational faculty meeting launches, recognition through "Wildcat Shout Outs," and staff celebrations that promote camaraderie and pride.

Staff growth is cultivated through ongoing professional development. A recent book study on *Love and Logic* emphasized the importance of building strong student-teacher relationships, while other offerings have focused on writing, differentiated instruction, MAP, PBIS, and content-specific supports like Schoology, RI, Science, and Math. PD is aligned with campus, district, and teacher-identified needs, with follow-up support provided by the campus literacy and math specialists.

### **Feedback and Teacher Empowerment**

Administrators conduct regular informal walkthroughs and formal observations to ensure instructional alignment and growth. Timely feedback is provided consistently, creating a culture of reflection and continuous improvement. Highly effective teachers are recognized as instructional leaders and are invited to lead PD and model best practices for their peers.

### **Welcoming Environment and Communication**

Oakland is known for its friendly, customer service-oriented staff who foster a warm and welcoming environment for all stakeholders. Communication is comprehensive and accessible, including calendars, weekly folders, newsletters, nine-week curriculum guides, School Messenger, the campus website, marquee, and Facebook.

### **Family and Community Engagement**

The school benefits from a highly engaged and supportive PTO that plays an essential role in building community spirit. Events such as the APEX Adventure Obstacle Course, Spirit Nights, the annual PTO Auction, and other fundraisers foster a sense of unity between families, staff, and students.

### **Student Enrichment Opportunities**

Oakland proudly offers a variety of student-led clubs and enrichment opportunities that nurture student interests and talents. Clubs include:

- Cheer Club
- Girls Club
- Wildcat Step Team
- One Hundred Mile Club
- Art Club
- Choir
- Drum Circle/Ringers
- Little Robotics Club
- STEM Club
- Destination Imagination
- Robotics and Coding
- Broadcast Team

These activities empower students to lead, collaborate, and express creativity beyond the classroom.

Together, these elements reflect Oakland's commitment to building a positive perception of the campus among staff, students, and the community. The school's intentional focus on strong relationships, high expectations, and meaningful engagement helps ensure every Wildcat has a place to thrive.

# Problem Statements Identifying Perceptions Needs

## Problem Statement

## Root Cause

1

Students in grades 3-5 at Oakland express concerns about receiving adequate academic and social-emotional support from teachers and peers.

A lack of consistent academic and social-emotional support systems from teachers/peers in grades 3-5 at Oakland is contributing to students feeling underserved and disconnected. Additional training in de-escalation techniques, SEL strategies, the instructional model, small group implementation, student ownership of learning practices and PBIS. Bullying lessons are need for students.

 = Priority



# Goals

# Goal 1

Priority 1: Increase successful student outcomes through enhanced learning opportunities

## Performance Objective 1

By May 2026, Oakland Elementary will increase the effectiveness of literacy instruction by reflecting at least a 2% increase in K-5 NWEA MAP Growth Reading scores.

**Evaluation Data Sources:** NWEA Student Growth Summary Report  
NWEA Student Progress Report  
NWEA School Profile Report

### Strategy 1

Implement a consistent instructional model that includes a targeted focus on all student subpopulations. Through PLT meetings held at least once every nine weeks, teams will review student performance data to identify instructional priorities. These meetings will guide the planning of targeted literacy and phonological instruction, ensuring that all students receive appropriate accelerated learning opportunities, including both enrichment and interventions tailored to individual needs.

**Strategy's Expected Result/Impact:** Teachers will strengthen literacy instruction by prioritizing essential TEKS and incorporating activities aligned with appropriate Depth of Knowledge (DOK) levels. Instruction will be differentiated to ensure all students make measurable progress in their targeted areas for intervention or enrichment. In grades K-2, additional phonics instruction will be provided during the Wildcat Enrichment Block to support foundational literacy development.

**Staff Responsible for Monitoring:** Administration  
Team Leaders  
Literacy Interventionist

#### Formative Reviews

Moderate Progress

October

Moderate Progress

December

Moderate Progress

February

June

### Strategy 2

Strengthening small group instruction, through implementation of professional learning incorporating phonics, writing, and SIOP strategies at least once a semester for all K-5th teachers.

**Strategy's Expected Result/Impact:** Teachers will strengthen their knowledge and skills in effective phonics and writing strategies for all students, and SIOP strategies for Emergent Bilingual students, enabling them to deliver more targeted, language rich lessons.

**Staff Responsible for Monitoring:** Administration

EL Specialist

Literacy Intervention Teacher

### Formative Reviews

Moderate Progress

**October**

Moderate Progress

**December**

Moderate Progress

**February**

**June**

### Strategy 3

Professional learning focused on student ownership of learning--including strategies and tools for individualized goal setting and progress monitoring--will be provided three times per year to support effective implementation across classrooms.

**Strategy's Expected Result/Impact:** Through ongoing progress monitoring of individual student goals, teachers will develop a clear and comprehensive understanding of each student's growth and development. This process will also help students gain clarity and ownership of their learning goals, fostering greater engagement and accountability.

**Staff Responsible for Monitoring:** Administration

Literacy Intervention Teacher

### Formative Reviews

Some Progress

**October**

Moderate Progress

**December**

Moderate Progress

**February**

**June**

### Performance Objective 2

By May 2026, Oakland Elementary will enhance the effectiveness of math instruction as evidenced by a 2% increase in K-5 NWEA MAP Growth Math scores and an increase in 3rd-5th grade students passing the STAAR Math Assessment from 85%-87%.

**Evaluation Data Sources:** 3rd - 5th NWEA MAP Growth Math Student and School Reports

STAAR 2025

STAAR Interim Spring 2026

STAAR 2026

### Strategy 1

Implement a consistent instructional model for all students, with a targeted focus on the Asian subpopulation to ensure equitable access to high-quality instruction and achievement of the established target goals.

**Strategy's Expected Result/Impact:** Closing the gaps with our targeted subpopulation - Asian Student growth within math focused on targeted subpopulations  
Stronger intervention practices to include small groups and the enrichment block within math focused on our targeted subpopulation-Asian

**Staff Responsible for Monitoring:** Administration

Math Specialist

Math Teachers

### Formative Reviews

Moderate Progress

**October**

Moderate Progress

**December**

Moderate Progress

**February**

**June**

## Strategy 2

Strengthen small-group instruction for all students, with a targeted focus on the Asian subpopulation to ensure equitable learning opportunities and progress toward meeting established goals.

**Strategy's Expected Result/Impact:** Teachers will enhance math instruction by focusing on priority TEKS, integrating activities aligned with the appropriate Depth of Knowledge (DOK) levels, and ensuring all students make progress in their targeted areas for intervention or enrichment.

**Staff Responsible for Monitoring:** Administration

Math Specialist

### Formative Reviews

Some Progress

**October**

Moderate Progress

**December**

Moderate Progress

**February**

**June**

## Strategy 3

Promoting student ownership of learning to include practices and tools for progress monitoring of student goal-setting.

**Strategy's Expected Result/Impact:** Through professional development and consistent progress monitoring of individual student goals, teachers' will gain clarity of each students' academic progress.

**Staff Responsible for Monitoring:** Administration

Math Specialist

### Formative Reviews

Some Progress

**October**

Moderate Progress

**December**

Moderate Progress

**February**

**June**

## Performance Objective 3

By May 2026, Oakland Elementary will strengthen science instruction as evidenced by 2% increase in 5th grade NWEA MAP Growth Science scores and an increase in 5th grade STAAR Science Assessment from 74%-76%.

## Strategy 1

Implement a consistent instructional model that includes a targeted focus on all student subpopulations. Through PLT meetings held at least once every nine weeks, teams will review student performance data to identify instructional priorities. These meetings will guide the planning of targeted science instruction, ensuring that all students receive appropriate accelerated learning opportunities, including both enrichment and interventions tailored to individual needs.

**Strategy's Expected Result/Impact:** Teachers will strengthen science instruction by prioritizing essential TEKS and incorporating activities aligned with appropriate Depth of Knowledge (DOK) levels. Instruction will be differentiated to ensure all students make measurable progress in their targeted areas for intervention or enrichment.

**Staff Responsible for Monitoring:** Administration  
Science Teacher Grade Level Contacts

### Formative Reviews



## Strategy 2

Strengthening small group instruction, through implementation of professional learning incorporating science strategies at least once a semester for all K-5th teachers.

**Strategy's Expected Result/Impact:** Teachers will strengthen their knowledge and skills in effective science research-based strategies for all students, enabling them to deliver more hands-on targeted lessons.

**Staff Responsible for Monitoring:** Administration  
Science Teacher Grade Level Contacts

### Formative Reviews



## Strategy 3

Professional learning sessions focused on fostering student ownership of learning--including strategies and tools for individualized goal setting and progress monitoring--will be offered three times per year to support consistent and effective implementation across classrooms.

**Strategy's Expected Result/Impact:** Through ongoing progress monitoring of individual student goals, teachers will gain a clear and comprehensive understanding of each student's academic growth and development in science. This process will also empower students to better understand and take ownership of their learning goals, fostering increased engagement, motivation, and accountability

**Staff Responsible for Monitoring:** Administration  
Science Contacts

**Formative Reviews**



# Goal 2

Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

## Performance Objective 1

By May 2026, Oakland will increase students' Social Emotional Engagement as evidenced by a 2% increase in FBISD's Culture-Climate and Student Engagement Survey.

**Evaluation Data Sources:** FBISD Culture-Climate and Student Engagement Survey Results

### Strategy 1

Enhance the implementation of SEL and relationship-building activities that promote student ownership of learning. Maintain a professional culture by establishing clear expectations for conduct, fostering consistent two-way communication, and strengthening accountability through regular feedback and recognition--all aimed at improving overall staff satisfaction and performance.

**Strategy's Expected Result/Impact:** Oakland Elementary will cultivate a supportive and collaborative work environment that promotes strong professional relationships, boosts staff morale, and enhances overall job satisfaction.

**Staff Responsible for Monitoring:** Administration

#### Formative Reviews

Moderate Progress

October

Moderate Progress

December

Moderate Progress

February

June

### Strategy 2

Oakland Elementary will host family engagement events at least three times a semester to strengthen school-home partnerships and increase opportunities for parent involvement. To support ongoing communication, the campus will also provide monthly parent calendars and a Principal's Newsletter.

**Strategy's Expected Result/Impact:** Oakland Elementary will create a learning environment where students and families feel connected, valued, and supported. This sense of belonging will lead to increased participation, stronger relationships with staff, and improved overall engagement in the school community.

**Staff Responsible for Monitoring:** Administration  
Teacher Committees

## Formative Reviews

Considerable Progress

**October**

Considerable Progress

**December**

Considerable Progress

**February**

**June**

# Goal 3

Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

## Performance Objective 1

By May 2026, Oakland Elementary will demonstrate fiscal responsibility by ensuring that 100% of instructional resources purchased are within the campus budget allotment and aligned with campus priorities to improve student outcomes and meet instructional needs.

**Evaluation Data Sources:** Fort Bend ISD Personnel Allocation Standards  
Enrollment and Staffing Forecasts for FBISD Campuses  
Monthly Staff Engagement and Wellness Initiatives

### Strategy 1

The principal will meet monthly with the Educational Assistant (EA) to review all instructional resource requests, purchases, and budgetary items. These meetings will ensure alignment with campus priorities, support student achievement, and maintain fiscal responsibility within the allocated budget.

**Strategy's Expected Result/Impact:** This approach ensures that all instructional resources are thoughtfully selected, cost-effective, and aligned with efforts to enhance teaching quality and student achievement.

**Staff Responsible for Monitoring:** Principal  
EA

### Formative Reviews

