

Fort Bend Independent School District

Oyster Creek Elementary

2025-2026 Campus Improvement Plan



Mission Statement

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

Oyster Creek Elementary will develop highly educated, well-rounded students who will be responsible and productive citizens.

Vision

District Vision: Fort Bend ISD will graduate students who exhibit the attributes of the District's [Profile of a Graduate](#).

Oyster Creek Elementary ensures that all students will fulfill the district [Profile of a Graduate](#) by receiving a quality education in a safe, secure, and community-friendly environment.

Value Statement

FBISD Core Beliefs and Commitments:

1. Core Belief: All students can reach their full potential.

Commitment: FBISD will provide an educational system that will enable all students to reach their full potential.

2. Core Belief: We believe student success is best achieved...

A. ...through effective teachers that inspire learning.

Commitment: FBISD will recruit, develop and retain effective teachers.

B. ...in a supportive climate and safe environment.

Commitment: FBISD will provide a supportive climate and a safe learning/ working environment.

C. ...by empowered and effective leaders throughout the system.

Commitment: FBISD will provide and promote leadership development at all levels.

D. ...in a well-functioning, high-performing community of learners.

Commitment: FBISD will be a collaborative, efficient and effective learning community.

OCE Commitment Statement:

Follow the Blue Jay Way!

Be Respectful

Lead by Example

Use Your Manners

Expect Success

Just be Safe

Attitude is Everything

Yield to Think

Table of Contents

Comprehensive Needs Assessment 5

Demographics 5

Student Learning 7

School Processes & Programs 8

Perceptions 9

Priority Problem Statements 11

Comprehensive Needs Assessment Data Documentation 13

Goals 15

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities 15

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. 21

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan. 30

Comprehensive Needs Assessment

Demographics

Demographics Summary

Oyster Creek Elementary School, in partnership with its students, families, and communities, is committed to the mission of FBISD to "inspire and equip our students to pursue futures beyond what they can imagine" by providing quality and engaging instruction in a safe, secure, and community-friendly environment. The faculty, staff, and parents of Oyster Creek Elementary are committed to meeting the needs of our students and challenging each of them to reach their full potential. We believe it is our responsibility to nurture the talents of each student and provide them with an education rich in academics, and social and emotional learning opportunities. Oyster Creek Elementary guarantees students an opportunity to learn with a commitment to Excellence.

Oyster Creek Elementary is a very diverse campus with over thirty languages spoken, and serves students in grades pre-K through 5th grade. Total enrollment at Oyster Creek Elementary for the 2024-2025 academic school year was 824.

Demographics present a diverse distribution of the four larger ethnicities (Asian-35.1%, African American-22.8%, White-14.8%, and Hispanic-22.1%). Oyster Creek Elementary demographics shows a slight increase in the following subgroup population: Emergent Bilingual Learners (35.5%). Of the students who qualified for Gifted & Talented testing and identification, the population shows no significant change in percentage (1.69% to 2.06%) and no change to count (17 to 17 students). Oyster Creek Elementary demographic reports shows an increase of approximately 2% in the Economically Disadvantaged (62.3%) population.

Instructional programs offered at Oyster Creek Elementary include ESL (pull-out and content support), Special Education (including SAILS, BSS, Resource, In-Class Support), Pre-K, General Education, and Gifted and Talented.

Demographics Strengths

Oyster Creek Elementary is a very diverse campus, creating opportunities for cultural appreciation with students and staff. Our even distribution of ethnicities is a strength for Oyster Creek as it represents our community and allows students a diverse experience that will prepare them for life. Oyster Creek's diverse distribution between the four larger ethnicity groups, provides students a sense of belonging in their learning environment.

Demographic strengths of Oyster Creek Elementary also reveals that the families of Oyster Creek Elementary value success and are true partners in the education of their children. Oyster Creek Elementary staff is focused on the individual needs of students and takes great pride in the academic and social and emotional success of all students.

Oyster Creek Elementary hosts cultural and multi-cultural events to celebrate the diversity of our campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): OCE has not met the attendance goal for this school year. OCE was close to the attendance goal with a campus attendance rate of 94.8 %.

Root Cause: Oyster Creek has not clearly communicated to families the significant impact that school attendance has on the academic success of the students.

Problem Statement 2 (Prioritized): OCE did not increase the count of gifted and talented students during this last school year.

Root Cause: Lack of student exposure to the thinking and abstract skills necessary to delve into deeper independent problem solving.

Student Learning

Student Learning Summary

The educators at Oyster Creek Elementary are committed to promoting the success of all of our Blue Jays. As a learning community, we are building positive relationships with all students and parents to promote the effectiveness of the home-school partnership to foster student success. Measures of Academic Progress (MAP), Fountas & Pinnell Benchmark Assessment System (BAS), STAAR, District assessments, as well as, a wide variety of other data sources, have been utilized in the development of Oyster Creek's campus improvement plan. Our campus data will be reviewed in depth by all stakeholders to plan for instruction and interventions to meet the academic needs of all students. The staff at Oyster Creek Elementary will continue to utilize multiple measures of data for student learning.

Student Learning Strengths

During a student's educational journey here at Oyster Creek Elementary, our exemplary teachers strive to equip every Blue Jay with the highest capacity of learning to be successful in their continued education and meet the characteristics of FBISD's Profile of a Graduate. This is evident in our K-5th student assessment data.

4th grade Math and ELA scores in approaches or higher increased from the 23/24 school year to the 24/25 school year. This helps with Domain 1 overall score for achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On STAAR, students who mastered the math assessments in 4th and 5th grade decreased by 3%.

Root Cause: Oyster Creek teachers have not been following the CRA instructional model with fidelity, as the concrete component has been underutilized.

Problem Statement 2 (Prioritized): On the STAAR reading assessment, the percentage of students scoring approaches or higher decreased in 3rd and 4th grade.

Root Cause: Oyster Creek teachers is building capacity when it comes to explicit phonics instruction and the importance of explicit phonics instruction.

School Processes & Programs

School Processes & Programs Summary

Staff quality, recruitment, and retention are all important factors in promoting student success here at Oyster Creek Elementary. The goal at Oyster Creek Elementary is to continue to attract, retain, and develop quality staff members each academic school year. We look for highly qualified candidates that have experiences reflective of our student demographics, to maximize learning for all students. We encourage a positive school culture and climate through team building, providing opportunities for professional growth and ongoing support for staff members. The teaching experience of each staff member is valuable as we collaborate and bring different experiences, knowledge, and expertise, while planing engaging learning opportunities for our blue jays.

Oyster Creek Elementary has numerous instructional resources for teachers to support our Blue Jays. Teachers are highly encouraged to attend district trainings over the summer and throughout the school year to help them develop instructionally, which will ensure success in the classroom.

The improvement of professional communities exemplifies Oyster Creek Elementary dedication to improvement in staff performance and student learning, PLCs engage instructional faculty in high-performing collaborative teams through a systematic process of ongoing development.

Oyster Creek Elementary is a Positive Behaviors Interventions and Supports (PBIS) campus. PBIS is a data-based, three tiered framework covering all areas of systems that impact students on a day to day basis in the school setting. PBIS strategies are used to positively impact systems such as, but not limited to, academics, student responsibility and behavior, and attendance.

School Processes & Programs Strengths

Oyster Creek Elementary is committed to being the school all students deserve. We are a student-centered faculty and staff focused on the social-emotional and academic well-being of our Blue Jays. We are focused on the details in order to protect instructional time and foster growth in our students and staff. The professional development of our instructional staff is essential to the success of our students. Our teachers are learners and their experience, talents and skills are visible throughout each day. Staff members of Oyster Creek Elementary strive to remain qualified and competent in their areas of instruction through ongoing professional development.

PLCs use data to guide instruction/planning and ensure alignment between curriculum, assessments, and intervention (academic & behavior) to produce student learning.

Oyster Creek Elementary implements Positive Behavioral Interventions and Supports (PBIS) to promote school safety and good behavior. Students are taught behavior expectations and strategies throughout the school year. The focus of PBIS is prevention of unwanted behaviors.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): OCE has struggled to maintain active PTO members.

Root Cause: Parents are not aware of how they can contribute to and impact the school community in a meaningful way that is not overwhelming.

Perceptions

Perceptions Summary

The climate and culture of Oyster Creek Elementary is generally considered to be positive. Oyster Creek Elementary continues to explore ways to engage parents in academic endeavors. The campus provides students and their families with positive and engaging events such as literacy night, math and science nights, health and wellness events, and multi-cultural events. Survey results of parents, and staff indicate high levels of satisfaction.

The Blue Jay way tradition is maintained by staff, students, and parents which provides support and consistency for the Oyster Creek Elementary community. The campus develops an annual calendar of events and staff centered committees are used to maximize staff time and commitment to plan for campus-wide events and activities to continue the overwhelming positive view of Oyster Creek Elementary. Campus leadership opportunities are built within the school to continue to grow and increase teacher/staff participation in leadership roles with decision making and implementation of campus initiatives. There is a commitment to the education and well-being of every student and staff member. We use as a guiding principle that we are answering a calling to make a difference in the lives of children and that is a privilege. We value partnerships with our parents and seek out ways to make sure they have a voice in the 'business' of school operations.

Perceptions Strengths

Weekly campus newsletters are sent to staff and our Oyster Creek Elementary families to motivate, encourage, and communicate campus information.

Campus vision and goals are established and reviewed frequently throughout the academic school year.

Survey results of staff and parents show overwhelming positive views of Oyster Creek Elementary. Oyster Creek Elementary places strong emphasis on developing and maintaining positive campus climate through the transmission of campus culture.

Oyster Creek is a student focused school with high expectations for the social-emotional and academic well-being of all students. Our diverse student population is a campus strength that has a positive impact on student's understanding the value in differences and action supportive interactions with their school mates. We continue to be recognized as a No Place for Hate campus. We value:

- Students
- Teachers
- Support Staff
- Parent Involvement and Input
- Communication
- Customer Service

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): On a school survey, only 67% of 3-5 grade students said that other students at OCE respect what they have to say.

Root Cause: Oyster Creek staff has not actively created student led peer to peer initiatives.

Problem Statement 2 (Prioritized): On a school survey, 64% of students report being nervous while at school.

Root Cause: Oyster Creek staff needs to gain a clear understanding of why students feel nervous.

Problem Statement 3 (Prioritized): On a school survey, only 65% of students report that they engage in mindfulness or stress reducing activities.

Root Cause: Oyster Creek staff has not actively trained students on mindfulness or stress reducing activities.

Problem Statement 4 (Prioritized): On a school survey, only 69% of staff agreed that they receive feedback from supervisors through coaching and feedback cycles.

Root Cause: Oyster Creek staff may not feel as though there is a consistent schedule of feedback.

Problem Statement 5 (Prioritized): On a school survey, only 79% of staff agreed that they are recognized throughout they year.

Root Cause: Oyster Creek staff may not feel as though there is an independently recognized on a regular basis.

Problem Statement 6 (Prioritized): On a school survey, only 79% or teachers agreed that the campus recognizes and celebrates students.

Root Cause: Oyster Creek needs to ensure there are consistent and clear celebrations in place to recognize the celebrations and uniqueness of our students.

Problem Statement 7 (Prioritized): Only 7% of our parent population completed the district survey.

Root Cause: Parents need to know the impact that feedback can make in school planning.

Priority Problem Statements

Problem Statement 1: OCE has not met the attendance goal for this school year. OCE was close to the attendance goal with a campus attendance rate of 94.8 %.

Root Cause 1: Oyster Creek has not clearly communicated to families the significant impact that school attendance has on the academic success of the students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: OCE did not increase the count of gifted and talented students during this last school year.

Root Cause 2: Lack of student exposure to the thinking and abstract skills necessary to delve into deeper independent problem solving.

Problem Statement 2 Areas: Demographics

Problem Statement 3: On STAAR, students who mastered the math assessments in 4th and 5th grade decreased by 3%.

Root Cause 3: Oyster Creek teachers have not been following the CRA instructional model with fidelity, as the concrete component has been underutilized.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: OCE has struggled to maintain active PTO members.

Root Cause 4: Parents are not aware of how they can contribute to and impact the school community in a meaningful way that is not overwhelming.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: On a school survey, only 67% of 3-5 grade students said that other students at OCE respect what they have to say.

Root Cause 5: Oyster Creek staff has not actively created student led peer to peer initiatives.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: On the STAAR reading assessment, the percentage of students scoring approaches or higher decreased in 3rd and 4th grade.

Root Cause 6: Oyster Creek teachers is building capacity when it comes to explicit phonics instruction and the importance of explicit phonics instruction.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: On a school survey, 64% of students report being nervous while at school.

Root Cause 7: Oyster Creek staff needs to gain a clear understanding of why students feel nervous.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: On a school survey, only 65% of students report that they engage in mindfulness or stress reducing activities.

Root Cause 8: Oyster Creek staff has not actively trained students on mindfulness or stress reducing activities.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: On a school survey, only 69% of staff agreed that they receive feedback from supervisors through coaching and feedback cycles.

Root Cause 9: Oyster Creek staff may not feel as though there is a consistent schedule of feedback.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: On a school survey, only 79% of staff agreed that they are recognized throughout they year.

Root Cause 10: Oyster Creek staff may not feel as though there is an independently recognized on a regular basis.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: On a school survey, only 79% or teachers agreed that the campus recognizes and celebrates students.

Root Cause 11: Oyster Creek needs to ensure there are consistent and clear celebrations in place to recognize the celebrations and uniqueness of our students.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Only 7% of our parent population completed the district survey.

Root Cause 12: Parents need to know the impact that feedback can make in school planning.

Problem Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data

- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By May 2026, 68% of all students, in grades 3rd - 5th will grow at least one year in reading as indicated by NWEA Map Growth Measures which will represent a 10% increase from May 2025.

HB3 Goal

Evaluation Data Sources: Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA), etc.

Strategy 1 Details	Reviews			
Strategy 1: Goal Setting: All students in grades 3-5 will conduct data meetings with their teachers to identify their MOY, and then EOY RIT Goals. Students will create action plans to achieve goals with teacher guidance and support. Strategy's Expected Result/Impact: Oyster Creek students will have an increase in academic performance as evidenced by growth on NWEA and STAAR assessments. Staff Responsible for Monitoring: Administrators Instructional Leadership Team Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 2	Formative			Summative
	Oct	Dec	Feb	June

Strategy 2 Details		Reviews			
Strategy 2: Small Group Instruction: All teachers will conduct small group instruction 5 days a week with focused lessons based upon MAP data. Strategy's Expected Result/Impact: Oyster Creek students will have an increase in academic performance as evidenced by growth on NWEA and STAAR assessments. Staff Responsible for Monitoring: Administrators Instructional Leadership Team Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2		Formative			Summative
		Oct	Dec	Feb	June
Strategy 3 Details		Reviews			
Strategy 3: Teacher capacity will be increased utilizing PLC collaboration opportunities and training on strategies to support Tier 1 and Tier 2 instruction. Strategy's Expected Result/Impact: Oyster Creek students will have an increase in academic performance as evidenced by growth on NWEA and STAAR assessments. Staff Responsible for Monitoring: Administrators Instructional Leadership Team Teachers TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 2		Formative			Summative
		Oct	Dec	Feb	June

Strategy 4 Details		Reviews			
Strategy 4: Grade Level Teams will implement accelerated instruction through Blue Jay Time at least four times a week providing targeted Tier I, Tier II, Tier III interventions, reinforcements, and enrichment opportunities to all students. (including opportunities for Gifted and Talented students to engage in Genius Hour). Strategy's Expected Result/Impact: Increase in student academic achievement Increased enrichment opportunities for students Staff Responsible for Monitoring: Campus administration Instructional Leadership Team Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 2		Formative			Summative
		Oct	Dec	Feb	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: OCE did not increase the count of gifted and talented students during this last school year. Root Cause: Lack of student exposure to the thinking and abstract skills necessary to delve into deeper independent problem solving.
Student Learning
Problem Statement 2: On the STAAR reading assessment, the percentage of students scoring approaches or higher decreased in 3rd and 4th grade. Root Cause: Oyster Creek teachers is building capacity when it comes to explicit phonics instruction and the importance of explicit phonics instruction.

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By May 2026, 45 % of all students, in grades 3rd - 5th will grow at least one year in math as indicated by NWEA Map Growth Measures which will represent a 10% increase from May 2025.

Evaluation Data Sources: Student Growth Summary Report (NWEA), Student Progress Report (NWEA), Student and School Profile Reports (NWEA), etc.

Strategy 1 Details	Reviews			
Strategy 1: Goal Setting: All students in grades 3-5 will conduct data meetings with their teachers to identify their MOY, and then EOY RIT Goals. Students will create action plans to achieve goals with teacher guidance and support. Strategy's Expected Result/Impact: Oyster Creek students will have an increase in academic performance as evidenced by growth on NWEA and STAAR assessments. Staff Responsible for Monitoring: Administrators Instructional Leadership Team Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Small Group Instruction: All teachers will conduct small group instruction 5 days a week with focused lessons based upon MAP data. Strategy's Expected Result/Impact: Oyster Creek students will have an increase in academic performance as evidenced by growth on NWEA and STAAR assessments. Staff Responsible for Monitoring: Administrators Instructional Leadership Team Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Dec	Feb	June

Strategy 3 Details	Reviews			
Strategy 3: Teacher capacity will be increased utilizing PLC collaboration opportunities and training on strategies to support Tier 1 and Tier 2 instruction. Strategy's Expected Result/Impact: Oyster Creek students will have an increase in academic performance as evidenced by growth on NWEA and STAAR assessments. Staff Responsible for Monitoring: Administrators Instructional Leadership Team Teachers TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Learning 1	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4 Details	Reviews			
Strategy 4: Grade Level Teams will implement accelerated instruction through Blue Jay Time at least four times a week providing targeted Tier I, Tier II, Tier III interventions, reinforcements, and enrichment opportunities to all students. (including opportunities for Gifted and Talented students to engage in Genius Hour). Strategy's Expected Result/Impact: Increase in student achievement Increased enrichment opportunities for students Staff Responsible for Monitoring: Campus Administrators Instructional Leadership Team Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Demographics 2	Formative			Summative
	Oct	Dec	Feb	June

Strategy 5 Details	Reviews			
Strategy 5: Grade Level Teams will incorporate vocabulary building activities into each unit of study in math at least two times per week providing targeted Tier I, Tier II, and Tier III supports. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Instructional Leadership Team Teachers ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: OCE did not increase the count of gifted and talented students during this last school year. Root Cause: Lack of student exposure to the thinking and abstract skills necessary to delve into deeper independent problem solving.
Student Learning
Problem Statement 1: On STAAR, students who mastered the math assessments in 4th and 5th grade decreased by 3%. Root Cause: Oyster Creek teachers have not been following the CRA instructional model with fidelity, as the concrete component has been underutilized.

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, we will increase overall staff satisfaction by 3% through a campus focus on the principles of the PAC as measured by district's Culture-Climate and Student Engagement Survey which will represent growth from 77% overall engagement to 80% overall engagement.

Evaluation Data Sources: Stakeholder Participation Rates, Survey Results

Strategy 1 Details	Reviews			
Strategy 1: The campus vision and mission statement will be updated to review commitments of the new staff members. The OCE mission and vision statement will be a guiding source for the work we will accomplish. Strategy's Expected Result/Impact: Staff will be able to share input and insights about our school. This will also allow them to feel seen and heard. Staff Responsible for Monitoring: Administrators Campus Staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 5	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will receive feedback from supervisors through coaching and feedback cycles that will provide ongoing support. (69% currently agree or strongly agree). Strategy's Expected Result/Impact: Teachers will receive consistent feedback and feel supported. Staff Responsible for Monitoring: Administrators Instructional Leadership Team Teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 4	Formative			Summative
	Oct	Dec	Feb	June

Strategy 3 Details		Reviews			
Strategy 3: The campus administrators and leadership team will implement a strategic plan to provide individual messages and recognitions to staff for their accomplishments and achievements throughout the school year. (79% currently agree that they are recognized). Strategy's Expected Result/Impact: Positive school culture will increase as staff members feel more recognized. Staff Responsible for Monitoring: Administrators Instructional Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 5		Formative			Summative
		Oct	Dec	Feb	June
Strategy 4 Details		Reviews			
Strategy 4: Student shout out certificates- students are nominated by any staff member for following school rules or Profile of a Graduate. Strategy's Expected Result/Impact: Increase in staff members who agree that students are celebrated for achievements. Staff Responsible for Monitoring: Administrators Instructional Leadership Team Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 6		Formative			Summative
		Oct	Dec	Feb	June

Strategy 5 Details	Reviews			
Strategy 5: Staff will receive ongoing feedback through observation and feedback where they will receive positive feedback for "glows" within their classroom. Strategy's Expected Result/Impact: Positive school culture will increase as staff members feel more recognized. Staff Responsible for Monitoring: Administrators Instructional Leadership Team Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 6	Formative			Summative
	Oct	Dec	Feb	June
Strategy 6 Details	Reviews			
Strategy 6: OCE will increase the percentage of staff who "agree" or "strongly agree" that the campus recognizes and celebrates achievements of all students and employees from 79% to 84%. Strategy's Expected Result/Impact: Positive school culture will increase as teachers believe students are being celebrated. Staff Responsible for Monitoring: Administrators Instructional Leadership Team Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 6	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 4: On a school survey, only 69% of staff agreed that they receive feedback from supervisors through coaching and feedback cycles. Root Cause: Oyster Creek staff may not feel as though there is a consistent schedule of feedback.
Problem Statement 5: On a school survey, only 79% of staff agreed that they are recognized throughout they year. Root Cause: Oyster Creek staff may not feel as though there is an independently recognized on a regular basis.

Perceptions
Problem Statement 6: On a school survey, only 79% of teachers agreed that the campus recognizes and celebrates students. Root Cause: Oyster Creek needs to ensure there are consistent and clear celebrations in place to recognize the celebrations and uniqueness of our students.

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 2: OCE will increase the percentage of students in grades 3-5 who respond that they feel that other students respect what they have to say from 67% to 73%.

Evaluation Data Sources: Stakeholder Participation Rates, Survey Results

Strategy 1 Details	Reviews			
Strategy 1: OCE will increase the percentage of students in grades 3-5 who respond that they feel that other students respect what they have to say from 67% to 73% by having the counselor conduct a student survey, coaching and awareness activities to build students' ability to show respect for their peers. Strategy's Expected Result/Impact: We will see an increase in students who feel that other students respect what they have to say. Staff Responsible for Monitoring: Administrators Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: A survey will be conducted with 3rd -5th grade students and strategies will be provided by the counselor to students based upon students responding that they felt nervous while at school. (Currently 64% of students report being nervous while at school). Strategy's Expected Result/Impact: We will decrease the number of students who feel nervous while at school. Staff Responsible for Monitoring: Administrators Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Oct	Dec	Feb	June

Strategy 3 Details	Reviews			
Strategy 3: Students will be trained on mindfulness or stress reducing strategies. (Currently 65% of students report that they engage in mindfulness or stress reducing strategies). Strategy's Expected Result/Impact: We will increase the number of students who use mindfulness and stress reducing strategies. Staff Responsible for Monitoring: Administrators Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 3	Formative			Summative
	Oct	Dec	Feb	June
Strategy 4 Details	Reviews			
Strategy 4: All students will receive instruction on utilizing the Kelso Conflict Resolution system to solve conflicts. All students will be able to identify two strategies they can incorporate into their responses when faced with a conflict. Strategy's Expected Result/Impact: Decrease in student discipline referrals Increase in the percentage of students who say their peers respect what they have to say ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Dec	Feb	June
Strategy 5 Details	Reviews			
Strategy 5: OCE will offer an after school Run Club to all students in 2nd-5th grades through which students work on running endurance. Strategy's Expected Result/Impact: Increase in running endurance Increased opportunities in stress reducing activities ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 3	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 1: On a school survey, only 67% of 3-5 grade students said that other students at OCE respect what they have to say. **Root Cause:** Oyster Creek staff has not actively created student led peer to peer initiatives.

Problem Statement 2: On a school survey, 64% of students report being nervous while at school. **Root Cause:** Oyster Creek staff needs to gain a clear understanding of why students feel nervous.

Problem Statement 3: On a school survey, only 65% of students report that they engage in mindfulness or stress reducing activities. **Root Cause:** Oyster Creek staff has not actively trained students on mindfulness or stress reducing activities.

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 3: OCE will increase parent participation in this district culture and climate survey from 7% of eligible parents (54 responses) to 20% of eligible parents.

Evaluation Data Sources: Stakeholder Participation Rates, Survey Results

Strategy 1 Details	Reviews			
Strategy 1: A Campus communication plan will be created and will ensure the parents are aware that the survey results will drive school improvement efforts and will be encouraged to participated. Strategy's Expected Result/Impact: Increase in survey participation from parents. Staff Responsible for Monitoring: Administrators Instructional Leadership Team Counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 7	Formative			Summative
	Oct	Dec	Feb	June
Strategy 2 Details	Reviews			
Strategy 2: OCE will host "Coffee with the Principal" four times during the school year to directly connect with parents and build community rapport. Strategy's Expected Result/Impact: Increase in parental involvement and support Staff Responsible for Monitoring: Campus Administrators Counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 7	Formative			Summative
	Oct	Dec	Feb	June

Strategy 3 Details	Reviews			
Strategy 3: OCE will actively recruit and encourage parents to join the school PTO. Strategy's Expected Result/Impact: Increase in parental involvement and support Staff Responsible for Monitoring: Campus Administrators Counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 7	Formative			Summative
	Oct	Dec	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 7: Only 7% of our parent population completed the district survey. Root Cause: Parents need to know the impact that feedback can make in school planning.

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 June 2026, the budget manager will ensure 100% of all resources purchased are within the campus budget allotment and aligned to the campus needs to improve student outcomes.

Evaluation Data Sources: Monthly budget reports, CPAC minutes incl. discussion of budgeted items, etc.

Strategy 1 Details	Reviews			
Strategy 1: The campus budget and expenditures will be reviewed at each CPAC meeting to ensure alignment to the campus CIP and district goals. Strategy's Expected Result/Impact: Budget will be available to support expenditures necessary for CIP goals. Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Oct	Dec	Feb	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: OCE did not increase the count of gifted and talented students during this last school year. Root Cause: Lack of student exposure to the thinking and abstract skills necessary to delve into deeper independent problem solving.
Student Learning
Problem Statement 1: On STAAR, students who mastered the math assessments in 4th and 5th grade decreased by 3%. Root Cause: Oyster Creek teachers have not been following the CRA instructional model with fidelity, as the concrete component has been underutilized. Problem Statement 2: On the STAAR reading assessment, the percentage of students scoring approaches or higher decreased in 3rd and 4th grade. Root Cause: Oyster Creek teachers is building capacity when it comes to explicit phonics instruction and the importance of explicit phonics instruction.
School Processes & Programs
Problem Statement 1: OCE has struggled to maintain active PTO members. Root Cause: Parents are not aware of how they can contribute to and impact the school community in a meaningful way that is not overwhelming.

Perceptions

Problem Statement 1: On a school survey, only 67% of 3-5 grade students said that other students at OCE respect what they have to say. **Root Cause:** Oyster Creek staff has not actively created student led peer to peer initiatives.