Fort Bend Independent School District

Oyster Creek Elementary

2024-2025 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.

Core Beliefs

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

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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 o pportunity 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 K through 5th grade. Total enrollment at Oyster Creek Elementary for the 2023-2024 academic school year was 886.

Demographics present a diverse distribution of the four larger ethnicities (Asian-34.8%, African American-23.5%, White-14.9%, and Hispanic-22.4%). 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 or count 1.76% to 1.80% (14 to 17 students). Oyster Creek Elementary demographic reports shows an increase of approximately 3% in the Economically Disadvantaged (60%) population.

Student Demographics	2020-2021	2021-2022	2022-2023	2023-2024
American Indian-Alaskan Native	0.59%	0.26%	0.63%	0.45%
Asian	31.69%	33.94%	33.96%	34.76%
Black- African American	22.54%	21.72%	21.76%	23.48%
Hispanic- Latino	22.07%	23.28%	22.14%	22.35%
Native Hawaiian- Pacific Islander	0.35%	0.26%	0.25%	0.23%
White	19.37%	16.91%	16.86	14.90%
Multi-Race	3.40%	3.64%	4.40%	3.84%

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.

Program	21-22	22-23	23-24
Dyslexia	4.03%	4.65%	5.57%
GT	1.43%	1.76%	1.69%
504	2.21%	2.52%	2.30%

Program	21-22	22-23	23-24
Sped	11.44%	12.20%	16.22%
EB	32.51%	32.20%	33.90%

2023-2024 Attendance Data

Grade	Percent Attendance
Total School	**95.17%**
Pre-Kindergarten	90.7%
Kindergarten	94.1%
1st Grade	94.4%
2nd Grade	94.7%
3rd Grade	95.1%
4th Grade	96.2%
5th Grade	95.9%

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 of 95.3% for this school year. OCE was close to the attendance goal with a campus attendance rate of 95.17 %.
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 percentage of students receiving gifted and talented services is at 1.80%.
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. Renaissance 360 (REN 360), 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.

OCE Fountas & Pinnell Benchmark Assessment System 2024 Results

Grade Level	# of Students Assessed	Percent that made expected growth	Percent on/ above level
K	87	78%	77%
1	117	71%	67%
2	105	88%	62%

Renaissance 360 Math

1st Grade Math	EOY
At/Above Benchmmark	83%
On Watch	7%
Intervention	5%
Urgent Intervention	5%

2nd Grade Math	EOY
At/Above Benchmmark	72%
On Watch	10%
Intervention	8%

2nd Grade Math	EOY
Urgent Intervention	10%

3rd Grade Math	EOY
At/Above Benchmmark	90%
On Watch	1%
Intervention	4%
Urgent Intervention	5%

4th Grade Math	EOY
At/Above Benchmmark	84%
On Watch	3%
Intervention	6%
Urgent Intervention	7%

5th Grade Math	EOY
At/Above Benchmmark	82%
On Watch	6%
Intervention	5%
Urgent Intervention	6%

OCE 2024 STAAR Scores

% Passed at Approaches or Higher				
	District Math	OCE Math	District ELA	OCE ELA
3rd Grade 2023	78%	79%	82%	78%

% Passed at Approaches or Higher				
3rd Grade 2024	74%	87%	80%	86%
4th Grade 2023	73%	82%	82%	83%
4th Grade 2024	74%	77%	86%	85%
5th Grade 2023	83%	88%	86%	88%
5th Grade 2024	78%	82%	84%	86%

% Passed at Approaches or Higher		
	District Science	OCE Science
5th Grade 2023	66%	70%
5th Grade 2024	60%	64%

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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): On BAS EOY, 32% of students were not on grade level (Kinder-23%, 1st grade-33%, and 2nd grade-38%).
Root Cause: Oyster Creek is building teacher capacity when it comes to explicit phonics instruction and the importance of explicit phonics instruction.

Problem Statement 2 (Prioritized): On Ren 360 Math EOY, 28% of 2nd graders were on watch or below.
Root Cause: Oyster Creek teachers have not been following the CRA instructional model with fidelity, as the concrete component has been underutilized.

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. Below is some discipline data from this past school year:

Students with no Infractions (by grade level)

5th	4th	3rd	2nd	1st	K	PK
85.1%	90.1%	94.3%	92%	98.4%	96.8%	90.6%

Skyward offenses recorded (by grade level)

5th	4th	3rd	2nd	1st	K	PK	total
35	13	9	25	98.4	96.8	43	155

Data showing types of offenses and the count for each type for 23-24 school year.

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 a PTO with active 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.

Based on our student survey data, these were the top two areas for improvement and top two areas for celebration:

Areas for improvement:

- Only 80% of students report they engage in healthy eating habits.
- Only 48% engage in mindfulness and stress reducing moments.

-

Celebrations:

- 88% of students report that other students care about them.
- 96% of students report they have friends at school.

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

According to our parent/community survey, we received positive feedback in the areas of communication and relationships.

--94% of parents feel encouraged to volunteer.

--86% of parents feel as though they are being kept informed of school/district activities, tutoring, parent workshops, and student performance.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): On a school survey, only 77% 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.

Priority Problem Statements

Problem Statement 1: OCE has not met the attendance goal of 95.3% for this school year. OCE was close to the attendance goal with a campus attendance rate of 95.17 %.
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: On BAS EOY, 32% of students were not on grade level (Kinder-23%, 1st grade-33%, and 2nd grade-38%).
Root Cause 2: Oyster Creek is building teacher capacity when it comes to explicit phonics instruction and the importance of explicit phonics instruction.
Problem Statement 2 Areas: Student Learning

Problem Statement 3: On Ren 360 Math EOY, 28% of 2nd graders were on watch or below.
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 percentage of students receiving gifted and talented services is at 1.80%.
Root Cause 4: Lack of student exposure to the thinking and abstract skills necessary to delve into deeper independent problem solving.
Problem Statement 4 Areas: Demographics

Problem Statement 5: On a school survey, only 77% 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: OCE has struggled to maintain a PTO with active members.
Root Cause 6: 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 6 Areas: School Processes & Programs

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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

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
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- 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: FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

Performance Objective 1: By June 2025, Oyster Creek ES will improve the effectiveness of literacy and math, instruction through the implementation of the instructional models and professional development practices as evidenced through the indicators of success.

Indicators of Success: Formative Evidence:
-By January 2025, increase the consistent utilization of the concrete portion of the CRA math model to 90%.
-By January 2025, increase the consistent utilization of phonics and phonemic awareness materials to 95%.
-By January 2025, OCE will ensure that all GT students are involved in at least one enrichment opportunity.
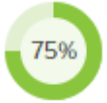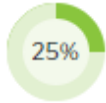
Summative Evidence:
-By May 2025, increase average percentage of K-2 students who are on grade level from BOY to EOY on BAS by 12.1% from 67.9% to 80% (Kinder - 76%, 1st grade - 85%, 2nd grade - 80%).
-By May 2025, all grades 1-5 will have at least 92% of students meeting "At or Above" grade level on EOY in REN360 Math (from: 1st grade - 83%, 2nd grade - 72%, 3rd grade - 90%, 4th grade - 94%, 5th grade - 82%)
-By May 2024, the campus will ensure that all GT students will be involved in at least two enrichment opportunities

Strategy 1 Details	Reviews			
Strategy 1: Staff members will receive professional learning on the CRA (concrete, representation, abstract) math instructional models and best practices for tier 1 instruction.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Oyster Creek students will have an increase in academic performance as evidenced by classroom, school, district, and statewide assessments. **Staff Responsible for Monitoring:** Campus Administrators Math Specialist Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	20%	30%	70%	

Strategy 2 Details	Reviews			
Strategy 2: Staff members will receive professional learning on the literacy instructional models, phonics and phonemic awareness resources, and best practices for tier 1 instruction.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Oyster Creek students will have an increase in academic performance as evidenced by classroom, school, district, and statewide assessments. **Staff Responsible for Monitoring:** Campus Administrators Math Specialist Literacy Interventionist Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	50%	75%	90%	

Strategy 3 Details	Reviews			
Strategy 3: 2nd-5th grade Oyster Creek students will create and maintain data binders, reflecting their understanding and academic progress.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Students will demonstrate an increased understanding in their current academic standing and be able to goal set for their future achievement. **Staff Responsible for Monitoring:** Campus Administrators Campus Specialists Teachers The following data will be tracked by vearying grade levels K-5: -Interim assessment data (campus based) -MAP data (BOY, MOY, EOY) -Attendance/Tardy tracking chart -TEA IA data -Unit Assessment data -Reading levels **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	30%	50%	70%	

Strategy 4 Details	Reviews			
Strategy 4: Oyster Creek will facilitate an incentive program for 2nd-5th grade students (7 Up Club) in order to emphasize the importance of showing growth and having a growth mindset.	**Formative**			**Summative**
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: Students will take more ownership in their data, data tracking, and goal setting. All students will be able to feel a measure of success and pride in their work and progress. **Staff Responsible for Monitoring:** Campus administrators Campus Specialists Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2	30%	30%	50%	

Strategy 5 Details	Reviews			
Strategy 5: In order to ensure students receiving special education services are receiving quality instruction according to their instructional levels and needs, instructional staff members will receive initial and job-embedded professional learning opportunities pertaining to effective small group implementation, strategies, and supports as it refers to guided reading and guided math small groups.	**Formative**			**Summative**
	Oct	Dec	Feb	June
Strategy's Expected Result/Impact: Increase in academic achievement in subpopulations of students receiving special education services and students identified as at risk. **Staff Responsible for Monitoring:** Campus Administrators Campus Specialists Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	25%	55%	75%	

Strategy 6 Details	Reviews			
Strategy 6: Students identified as at-risk and/or economically disadvantaged who are in need of tier intensive academic interventions and supports will be selected through the RI process and will receive accelerated intervention supports from the Literacy Intervention Teacher and/or Math Specialist as needed.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Academic progress and proficiency from students needing tier 3 academic services. **Staff Responsible for Monitoring:** Campus Administrators Math Specialist Literacy Intervention Teacher Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	30%	55%	75%	

Strategy 7 Details	Reviews			
Strategy 7: OCE will increase enrichment opportunities for identified GT students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: GT students will grow academically in their GT area.	**Oct**	**Dec**	**Feb**	**June**
Staff Responsible for Monitoring: GT Teachers Champion of Gifted (COG) Campus Administrators **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2	25%	50%	65%	

Strategy 8 Details	Reviews			
	Formative			**Summative**
Strategy 8: OCE will provide initial and job embedded professional learning opportunities pertaining to the GT program, GT student characteristics, and GT identification.	**Oct**	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Increase in teacher initiated GT teacher referrals **Staff Responsible for Monitoring:** Campus Administrators Champion of Gifted (COG) **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing **Problem Statements:** Demographics 2	25%	35%	65%	

Strategy 9 Details	Reviews			
	Formative			**Summative**
Strategy 9: Through Blue Jay intervention time, students who did not pass STAAR in 3rd or 4th grade will receive targeted intervention in reading and/or math.	**Oct**	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Students will show growth on math and reading STAAR assessments. **Staff Responsible for Monitoring:** Campus Administration Teachers **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2	25%	40%	75%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: OCE percentage of students receiving gifted and talented services is at 1.80%.   **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 BAS EOY, 32% of students were not on grade level (Kinder-23%, 1st grade-33%, and 2nd grade-38%).   **Root Cause**: Oyster Creek is building teacher capacity when it comes to explicit phonics instruction and the importance of explicit phonics instruction.

Student Learning

Problem Statement 2: On Ren 360 Math EOY, 28% of 2nd graders were on watch or below. **Root Cause**: Oyster Creek teachers have not been following the CRA instructional model with fidelity, as the concrete component has been underutilized.

Goal 2: FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working
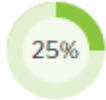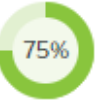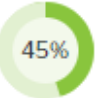
Performance Objective 1: By June 2025, Oyster Creek ES will improve Social Emotional Learning (SEL) and students' mental health and wellness through the creation of a system to build teacher and student led peer to peer initiatives as evidenced through student survey data and program efficacy.
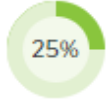
Indicators of Success: Formative Evidence:
-By October, December, and February, increase in students utilizing conflict resolution strategies within peer groups.
-By October, December, and February, increase in students participate in peer mediation program.

Summative Evidence:
-By May 2025, OCE will increase the number students who said other students at OCE respect what they have to say from 77% to 85%.

Strategy 1 Details	Reviews			
Strategy 1: OCE Counselor will provide strategies for students to utilize conflict resolution strategies within peer groups. This will positively impact classroom disruption of the educational environment. 23-24 has 27 disruptions. OCE goal will be to have less than 15 disruptions.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Students will be able to participate in peer groups and share their perspectives **Staff Responsible for Monitoring:** Campus Administrators Counselor Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	25%	50%	75%	

Strategy 2 Details	Reviews			
Strategy 2: OCE will conduct interest surveys among students and communicate those with peers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will communicate and participate in interests based on surveys.	**Oct**	**Dec**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administration Counselor Teachers **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	20%	20%	45%	

Strategy 3 Details	Reviews			
Strategy 3: OCE students will have a peer mediation program led by the counselor to discuss conflicts and other issues.	**Formative**			**Summative**
Strategy's Expected Result/Impact: More students will feel supported and like their peers respect what they have to say.	**Oct**	**Dec**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administration Counselor Teachers **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	N/A	20%	35%	

Strategy 4 Details	Reviews			
Strategy 4: All students will be trained on conflict resolution using the Kelso program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student behavior referrals will decrease. Students will have increased positive interactions with staff and peers.	**Oct**	**Dec**	**Feb**	**June**
Staff Responsible for Monitoring: Counselor **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1	25%	40%	80%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: On a school survey, only 77% 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.

Goal 3: FBISD will recruit, develop, and retain high quality teachers and staff

Goal 4: FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

Performance Objective 1: By June 2024, OCE will improve student attendance rates through the increase of stakeholder engagement and ensuring the campus attendance plan is implemented and monitored with fidelity as evidenced through PEIMS reporting.

Indicators of Success: Formative Evidence:
-Increase the percentage of students meeting State compulsory attendance expectations each quarter.
-Increase the quarterly campus attendance rate to the district expectation of 96.5%.
-Decrease the percent of students with 10 or more absences.

Summative Evidence:
-Increase the percentage of students meeting State compulsory attendance expectations for the year.
-Increase the yearly campus attendance rate to the district expectation of 96.5%.
-Decrease the percentage of students with 10 or more absences within one school year from 9.2% to 8%.

Strategy 1 Details				
	Reviews			
Strategy 1: OCE will increase communication pertaining to attendance with parents to ensure all stakeholders understand the impact of attendance on student achievement. Communication will occur by various means including, but not limited to, parent information nights, campus newsletters, and attendance meeting for students with excessive absences.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: We expect to see an increase in student attendance to 96.5% by the end of the school year. **Staff Responsible for Monitoring:** Attendance Committee Campus Administrators ADA Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - School Processes & Programs 1	15%	50%	75%	

Strategy 2 Details	Reviews			
Strategy 2: OCE will execute a data tracking and a tiered system of accountability pertaining to student attendance information for all grades levels K-5. The tiered system will provide a specific response based upon data collected. The months with the biggest need for improvement are December and January..	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: We expect to see an increase in student attendance to 96.5% by the end of the school year. **Staff Responsible for Monitoring:** Attendance Committee Campus Administrators ADA Counselors Teachers **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1	20%	40%	65%	

Strategy 3 Details	Reviews			
Strategy 3: OCE will host parent engagement events throughout the year in which parents can engage with the school. These events include, but are not limited to, Science/Wellness Night, Math/Literacy Night, Diversity Night, Meet the Teacher, Fall Open House, Spring Open House, School Carnival, Diversity Night, Field Day.	**Formative**			**Summative**
	Oct	**Dec**	**Feb**	**June**
Strategy's Expected Result/Impact: Parent engagement will increase. Student attendance will increase. **Staff Responsible for Monitoring:** Campus Administration Counselor Specialists Teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 1	40%	70%	80%	

Strategy 4 Details	Reviews			
Strategy 4: OCE will host a Health and Wellness night for students and families.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased positive family interaction. Improved health opportunities for students.	**Oct**	**Dec**	**Feb**	**June**
Staff Responsible for Monitoring: Campus Administrator Counselor Nurse Teachers **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - School Processes & Programs 1	N/A	N/A	100%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: OCE has not met the attendance goal of 95.3% for this school year. OCE was close to the attendance goal with a campus attendance rate of 95.17 %. **Root Cause**: Oyster Creek has not clearly communicated to families the significant impact that school attendance has on the academic success of the students.

School Processes & Programs
Problem Statement 1: OCE has struggled to maintain a PTO with active 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.

Goal 5: FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

State Compensatory

Budget for Oyster Creek Elementary

Total SCE Funds: $12,000.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Our campus State Compensatory Education (SCE) funds supplement the regular education program for students that meet one or more of the 15 eligibility criteria for being At-Risk and our educationally disadvantaged students. We offer intensive accelerated instruction and intervention in math and/or literacy to identified students with additional staffing units (Literacy Intervention Teacher and Math Specialist) designed to intervene directly with students identified and selected through the RI process. Identification and the responsibility of delivery of services for At-Risk students are initiated by our campus staff while district level oversight concerning related Student Information Services (SIS) coding, program implementation and general SCE fiscal and compliance (including training and updates) are the direct responsibility of the State and Federal Programs department. The budget amount listed within this CIP does not include the staffing costs associated with this campus; however, those fund amounts are included in the District Improvement Plan SCE Funds section.