

2018-19 Schoolwide Programs: Campus Improvement Plan

150-Oakhurst ES

Principal: **Guadalupe Cortez**

Executive Director:

State Accountability Status

Met Standard

Campus Distinctions

Top 25% Closing Achievement Gap

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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Campus Mission/Vision Statement

al, and intellectual needs in a sage, learning community that celebrates diversity. Our vision

CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 SCHOOL YEAR

I certify acceptance and compliance with all provisions set forth by:

YES the Fort Worth ISD School Board;

YES the Texas Education Code;

YES Title I, Part A; and

YES Priority / Turnaround Plans

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

[Click here to see the full Guide to Campus Assurances](#)

2018 -2019 State Accountability Domain Scores

Domain 1: Student Achievement	77
Domain 2: School Progress	86
Domain 3: Closing The Gaps	96

SBDM Members

Name	Role
Monica Espinoza	Teacher
Graciela Ortiz	Teacher
Laura Mendoza	Teacher
Burton Shadow	Teacher
Maria Petrosino	Teacher
Clarissa Galindo	Campus Non-Tch Prof
Aaron Wyatt	Campus Non-Tch Prof
Kimberly Karber	Campus Non-Tch Prof
Susan Sodek	Business Rep
Pretlow Riddick	Business Rep
Ernie Trevino	Community Rep
David Olivares	Community Rep
Laura Veloz	Parent
Jessica Luna	Parent
David Rush	District-Level Staff
Aura Angel	Additional Appointed Rep
Guadalupe Cortez	Additional Appointed Rep
Victor Beltran	Parent

Fort Worth ISD Mission

Preparing **ALL** students for success in college, career, and community leadership.

Comprehensive Needs Assessment Summary

Comprehensive Needs Assessment Summary for 2018-2019

Campus: Oakhurst 150

Principal: Guadalupe Cortez

Data Sources Used Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	No	Data Accuracy
	Yes	Attendance	Yes	Cohort Analysis	Yes	Surveys
	Yes	Discipline	Yes	Support Systems	No	Fund Balance
	Yes	Instruction	Yes	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here
Area Reviewed	Summary of Strengths		Summary of Needs		Priorities	
	What were the identified strengths?		What were the identified needs?		What are we going to intervene? If addressed, this need will create the most impact.	
Demographics	1.	ED students in 3rd grade (2017)	1.	Attendance rate dropped from 96.7%	1 Reading achievement in grades PK-2.	
	2.	LEP students in 3rd grade	2.	Enrollment decreased from 627 to	2. Writing achievement in grades PK-2.	
	3.	All Hispanic students meeting	3.	All students meeting grade level in	3. Address attendance (10+) absences.	
Student Achievement	1.	All students mastering grade	1.	All students approaching grade level	4. Quality PD for Reading and Writing.	
	2.	All students mastering grade	2.	All students approaching grade level	5 Intervention for at risk groups such as ED, ELL,	
	3.	All students mastering grade	3.	All students meeting grade level in	6 Differentiation for higher performing students.	
School Culture and Climate	1.	Monthly informational	1.	Feedback was not given by parents	7. Increase the number of volunteers.	
	2.	3 Family Nights were held;	2.	1 of the Family Nights was during the		
	3.	Parents had opportunities to	3.	Not all parents are able to meet with		
Staff Quality/ Professional Development	1.	All teachers are highly qualified	1.	2 classrooms were out of compliance		
	2.	All paraprofessionals are highly	2.	Only 2/5 para-professionals were		
	3.	Teachers have a better	3.	Not enough technology to have		
Curriculum, Instruction, and Assessment	1.	Teachers were trained on 2 our	1.	Due to interventions, we were not		
	2.	PLC/data meetings are held on	2.	Teachers in English only classrooms		
	3.	Technology integration in the	3.	Teachers only have 1-3 computers in		
Family and Community Involvement	1.	Our PTA has 8 board members	1.	Out of 600+ students, PTA		
	2.	PTA fundraisers were able to	2.	PTA members do not have training to		
	3.	2 volunteers received the				
School Context and	1.	4th and 5th grade teachers	1.	One 4th grade and one 5th grade		
	2.	Three teachers are looping with	2.	Not enough teachers are able to loop		

Organization	3. Extra-curricular activities	3. We need to increase the amount of	
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		150-Oakhurst ES						
Budget Summary	Local	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	(Basic Allotment)							
	\$ 34,533	\$ 6,432		\$ 2,011	\$ 533	\$ 1,987	\$ 162,421	207,917

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Guadalupe Cortez

Leadership Director:

Summary by Fund Source

Fund Source	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CEIP
Student Outcome Goals	8,000	4,000	0	0	533	1,987	160,001	\$ 174,521
Campus Needs - Student Achievement	8,800	0	0	2,011	0	0	0	\$ 10,811
Campus Needs	12,333	2,432	0	0	0	0	0	\$ 14,765
Parent/Family Engagement Health Related	5,400	0	0	0	0	0	2,420	\$ 7,820
TOTAL	\$ 34,533	\$ 6,432	\$ -	\$ 2,011	\$ 533	\$ 1,987	\$ 162,421	\$ 207,917
Allocations	34,533	6,432	-	2,011	533	1,987	162,421	207,917
Percent Budgeted	100%	100%	NA	100%	100%	100%	100%	100%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
		Amount	\$6,000					
Allocations	Student Outcome							6,000
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Action Plan

Principal: Guadalupe Cortez

Leadership Director:

Fort Worth ISD Student Outcome Goal Alignment	Goal:	1 Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.
	Progress Measures:	1.1 Percent of students in grades K-3 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from 27% to 37% by 2019.
		1.2a Percent of 2-3 grade students completing two weekly lessons on FWISD progress monitoring system for reading will increase from 22% to 37% by 2019.
		1.2b Percent of grade 2-3 students achieving 75% or higher on FWISD progress monitoring system for reading will increase from 8% to 28% by 2019.
		1.3 Percent of students in grade 3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from 42% to 59% by 2019.

Focus SMART Goal Student Achievement and Progress	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
		Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from	33%	50%
1.1	Percent of students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from	69%	85%	EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	84%	100%	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	50%	100%	EOY
1.3	Percent of students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from	58%	70%	EOY

Title I Components	PBMAS	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,3,8	LEP	Implementation & Monitoring of Achieve 3000 (2 lessons per week at 75% or higher)	teachers, administrators	BOY	Faculty Mgt	SCE	\$2,000	Progress
1,3,8	LEP	Implementation & Monitoring of Smarty Ants	teachers, administrators	BOY	PLC	SCE	\$2,000	Progress
1,3,8	LEP	Monitoring of Running Records (BOY, MOY, EOY) in grades K-2	teachers, administrators	ongoing	PLC	Local	\$2,500	Achievement
1,3,8	LEP	Monthly data meetings focused on Reading including Achieve 3000 and Smarty Ants	data analyst, administrators	ongoing	PLC	Title I	\$82,000	Achievement
1,3,4	LEP	PD on SGGR (beyond the use of the protocols)	Literacy Coach	October	Pull-Out	Local	\$3,500	Tchr/Staff Quality
1,3,4	SPED	PD on SGGR for students with learning disabilities	Literacy Coach	October	Faculty Mgt	SPED	\$1,000	Tchr/Staff Quality
1,2,3,8,9	LEP	Intervention provided to students who are Tier 2 and Tier 3	Title 1 teacher	BOY	Pull-Out	Title I	\$78,001	Closing Gaps
1,2,3,8,9	SPED	Participation of students in book clubs	Leadership Team	BOY	After Sch	SPED	\$987	Closing Gaps
1,8	LEP	Goal setting and conferencing with students (Lexile growth)	Leadership Team	ongoing	PLC	Local	\$2,000	Achievement
1,3,8,9	LEP	Intervention afterschool to all students including GT	teachers, administrators	Nov	After Sch	GT	\$533	Progress
1,3,4,8,9,10	LEP	Intervention material will be purchased	administration	Jan	After Sch	Other	\$6,000	Progress

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal: Guadalupe Cortez

Leadership Director:

Opportunity Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus SMART Goal (Target Element Systems)	Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 33 to 50 percent.	BOY %	MOY %	EOY %	Target %	Difference
	Students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool				85%	
	Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading				100%	
	Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading				70%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 reports from Data Analyst	1-(Progress) Implementation & Monitoring of Achieve 3000 (2 lessons per week at 75% or higher)	monthly reports	On Target			
2 reports from Data	2-(Progress) Implementation & Monitoring of Smarty Ants	monthly reports	On Target			
3 teacher data sheet	3-(Achievement) Monitoring of Running Records (BOY, MOY, EOY) in grades K-2	data sheet	On Target			
4 agenda	5-(Tchr/Staff Quality) PD on SGGR (beyond the use of the protocols)	sign in sheet	Not Started			
5 agendas	4-(Achievement) Monthly data meetings focused on Reading including Achieve 3000 and Smarty Ants	sign in sheets	On Target			
6						
7 agendas	6-(Tchr/Staff Quality) PD on SGGR for students with learning disabilities	sign in sheets	Not Started			
8 teacher log	7-(Closing Gaps) Intervention provided to students who are Tier 2 and Tier 3	schedule	On Target			
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Guadalupe Cortez

Campus Needs - Student Achievement Action Plan

Leadership Director:

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus	Campus Needs Goals and Measures (Baselines-X and Targets-Y)		Baseline (BOY)			Target (EOY)		
			Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
SMART Goal	Goal 1	By June 2019, the percent of students in 4th grade performing at approaches as measured by the STAAR standard in Writing will increase from 57% to 70%.	13.00%	17.00%	2.00%	70.00%	23.00%	7.00%
Campus Priorities	Goal 2							
	Goal 3							
	Goal 4							

		Alignment		Expectations					
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus → Achievement &	
1	1,2,3,4,5,9	LEP	Writing folder checks/studying student work during PLC's	Administration	6 weeks	PLC	Bilingual	\$1,000	Progress
2	1,3,4,5	LEP	Professional development in Writing Best Practices	Armenta	17-Sep	After Sch	Local	\$2,300	Tchr/Staff Quality
3	1,3,4,5,8,9	LEP	Conferencing with students	Administration/teachers	ongoing	Pull-Out	Local	\$1,500	Closing Gaps
4	1,3,4,5,8,9	SPED	Intervention provided to students in grammar instruction	Petrosino	BOY	Pull-Out	Bilingual	\$1,011	Closing Gaps
5	1,3,4,5,8,9	LEP	Goal setting with students	Administration/teachers	ongoing	Pull-Out	Local	\$5,000	Progress
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Guadalupe Cortez

Leadership Director:

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)					
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
Focus SMART Goal (Target Element)	By June 2019, the percent of students in 4th grade performing at approaches as measured by the STAAR standard in Writing will increase from 57% to 70%.						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 writing folder feedback	Writing folder checks/studying student work during PLC's	Writing folder checklist	Not Started			
2 agenda	Professional development in Writing Best Practices	sign in sheets	Not Started			
3 conferencing sheets	Conferencing with students	conferencing sheets	On Target			
4 teacher log	Intervention provided to students in grammar instruction	schedule	On Target			
5 conferencing sheets	Goal setting with students	conferencing sheets	On Target			
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Guadalupe Cortez

Leadership Director:

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z)			Baseline (BOY)	to Target	by Deadline	
	Goal 1	By June 2019, the average daily student attendance rate as documented in FWISD cycle reports will increase from 95.9% to 96.6%.			96%	97%	EOY
	Goal 2						EOY
	Goal 3						EOY
	Goal 4						EOY

		Alignment		Expectations					
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus	
1	1,6,7,8,9,10	LEP	6 weeks celebrations of perfect attendance.	Galindo	6 weeks	Pull-Out	SCE	\$2,432	Progress
2	1,6,7,8,9,10	LEP	Daily absence phone calls.	Cartaya	daily	After Sch	Local	\$8,280	Achievement
3	1,6,7,8,9,10	LEP	Recognition of perfect attendance weekly-free dress.	Teachers	weekly	After Sch	Local	\$2,500	Progress
4	1,6,7,8,9,10	LEP	Attendance data bulletin board with grade level attendance weekly average.	Leadership Team	6 weeks	After Sch	Local	\$1,553	Progress
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Guadalupe Cortez

Leadership Director:

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)					
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	By June 2019, the average daily student attendance rate as documented in FWISD cycle reports will increase from 95.9% to 96.6%.	95.9%			97%	-0.7%
					0%	
					0%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 report/pictures	1-(Progress) 6 weeks celebrations of perfect attendance.	report	Not Started			
2 call log	2-(Achievement) Daily absence phone calls.	parent log	On Target			
3 6 week reports	3-(Progress) Recognition of perfect attendance weekly-free dress.	6 weeks perfect attendance reports	On Target			
4 bulletin board	4-(Progress) Attendance data bulletin board with grade level attendance weekly average.	bulletin board	Not Started			
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Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: Guadalupe Cortez

Leadership Director:

The 2018-19 CIP format includes a new section to document family/community engagement and health related requirements.

Focus SMART Goal	REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL		Baseline (BOY)	to Target	by Deadline
	REQUIRED ONE HEALTH RELATED GOAL				
	Goal 1	Parent family participation in at least 1 campus based organization will increase from 66 members to 80 members.	66%	80%	
	Goal 2	Percent of students tested in Fitness Gram that have report cards sent home will increase from 80% to 100%.	80%	100%	
	Goal 3 (Optional)				
Goal 4 (Optional)					

	Title I Component	PBMAS	Alignment		Expectations				Focus
			Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	1,6,10	LEP	Promotion of PTO during every parent meeting.	Administrative Team	BOY	After Sch	Local	\$1,000	FAMILY
2	1,6,10	LEP	Incentive card for parents attendance in events.	PTO President	every 6 weeks	After Sch	Local	\$1,000	FAMILY
3	1,6,10	LEP	Monitoring of report cards sent home after Fitness Gram.	Angel	after testing	After Sch	Local		HEALTH
4	1,6,7,9,10	LEP	4 Parent Nights focused on Academics	Teachers/Committee	bimonthly	After Sch	Local	\$2,400	FAMILY
5	1,6,10	LEP	Coffee with Principals to increase engagement/feedback	Cortez/Angel	monthly	After Sch/ PLC	Local	\$1,000	FAMILY
6	1,6	LEP	ESL classes provided to parents	Rodriguez	weekly	After Sch	Title I	\$ 2,420.00	FAMILY
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2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Progress Monitoring

Principal: Guadalupe Cortez

Leadership Director:

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	Parent family participation in at least 1 campus based organization will increase from 66 members to 80 members.				80%	
	Percent of students tested in Fitness Gram that have report cards sent home will increase from 80% to 100%.				100%	
					0%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 parent meeting	Promotion of PTO during every parent meeting.	sign in sheets	On Target			
2 agenda	Incentive card for parents attendance in events.	incentive cards	Not Started			
3 incentive cards	Monitoring of report cards sent home after Fitness Gram.	emails	Not Started			
4 emails	4 Parent Nights focused on Academics	sign in sheets	Not Started			
5 agendas	Coffee with Principals to increase engagement/feedback	sign in sheets	Not Started			
6 agendas	ESL classes provided to parents	sign in sheets	On Target			
7 sign in sheets						
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