

Fort Worth Independent School District
150 Oakhurst Elementary School
2021-2022 Campus Improvement Plan



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Comprehensive Needs Assessment

Revised/Approved: April 30, 2021

Demographics

Demographics Summary

Oakhurst Elementary is a traditional neighborhood school that was built in 1927. It services students in grades PK-5th (ages 4-11) and RISE. It is the largest elementary school in the Riverside Pyramid. Oakhurst Elementary is a Title I campus in Fort Worth ISD, located in Fort Worth, Texas. Oakhurst is part of the Riverside community, which is predominantly a Hispanic community in north Fort Worth. Many of our students come from multi-generational homes whose parents also attended Oakhurst.

The current enrollment at Oakhurst is 506 total students. Our enrollment has declined steadily over the past 5 years. According to the Texas Academic Performance Report (TAPR), enrollment at Oakhurst was 584 during the 2018-19 school year, 597 in 2017-18, and 615 in 2016-17.

The stakeholders in our school are our teachers, administrators, leadership team, parents, SBDM team members, and our community developer and philanthropist, Mr. Riddick. We include all of these members in the implementation of the improvement plan by meeting regularly with these various groups and discussing campus needs.

We have also partnered with a non-profit organization (Rainwater), whose purpose is to assist Oakhurst in becoming a family centric school.

Mobility

The last published mobility rate for Oakhurst was 11.6%. This is lower than our district (21.1%) and our state (15.3%). The Rainwater foundation helps Oakhurst Elementary partner up with other organizations to support in areas of need such as mobility. We have partnered with MHMR and Help me Grow North Texas to conduct porch visits. The visits focus on interviewing parents and identifying and assessing for basic need and mental health needs of the student and family. A list of resources is provided to assist with rental assistant, utility assistant, SNAP applications. A list of food pantries is provided for families in need of food.

Class Size/Classroom Ratios

The average class size ranges from 20-22 students. 5th grade classes tend to be larger with up to 30 students in each class.

The student to teacher ratio and student to support staff ratio is as follows:

Grade	Student to Teacher ratio (Precode report)	Student to support staff ratio (2019 TAPR report)
PK	15:1	11:1
K	18:1	17.8:1
1	17.25:1	15.1:1
2	18.75:1	15.4:1
3	18:1	14.4:1
4	20.5:1	13.7:1

Grade	Student to Teacher ratio (Precode report)	Student to support staff ratio (2019 TAPR report)
5	26:1	13.7:1

Attendance

Attendance rates seem to remain stagnant: 18-19 at 96.7%; 19-20 at 95.3%; 20-21 at 95.9% Attendance last year and this year decreased possibly due to COVID-19.

Teachers highly promote being at school and on time. Perfect attendance and good attendance (0-2 days absent) are recognized at the end of the year. Our school’s PTO and our Adopt Our School Partners give incentives to students with perfect and good attendance.

Plans are made for students who have chronic absences or tardiness. Phone calls and home visits are made to improve the attendance of the students who are considered chronically absent. Students who are considered chronically absent are recognized for improving their attendance. Porch visits are made to discuss reasons for absences. The non-profit organizations help us help parents who need help with attendance such as meeting basic needs (food, uniforms...)

Student Population

The majority of students who attend Oakhurst Elementary are Hispanic. Our Hispanic population is currently at 89.8% Other student groups that attend our campus are:

White: 5.73%

African-American: 4.34%

Asian: 0.07%

American Indian: 0.06%

Pacific Islander: 0%

2 or more races: .7%

Males/Females

Grade Level	Male	Female
PK	19	26
K	41	31
1 st	37	32
2 nd	44	31
3 rd	30	42
4 th	47	35
5 th	41	37

According to TAPR, our White and African-American population has increased, while our Hispanic population has decreased. During the 2018-19 school year, the percentage of Hispanic students was 92.8%, our White population was 3.8% and our African American population was 1.4%. Based on the following data, Oakhurst Elementary has enrolled

more females than males (with the exemption of 2018-2019)

Year	Male	Female
2020-2021	219	234
2019-2020	213	244
2018-2019	321	258

Community

For the past 20 years, the community has been predominantly Hispanic. The past two years, we have experienced a slight demographic shift with more White and African American families moving to the Riverside community. The majority of the families have at least one working parent. Most of our parents work in blue collar jobs. Many families speak Spanish with minimal education in their native language from their home country. 91% of our families are considered Economically Disadvantaged, meaning that they are below the poverty line. Only about 50% own their home.

Demographics Strengths

Programs

Oakhurst has various programs at our school that meet the varying needs of our students. We provide services in bilingual/ESL, gifted and talented, special education, dyslexia, and fine arts. All of these programs align with our belief that all students can learn when their differentiating needs and interests are considered.

Discipline

Oakhurst teachers are well versed in restorative discipline practices and PBIS, which leads to excellent classroom management overall. Our students respond well to these interventions. Therefore, we have minimal discipline referrals, no suspensions, and no expulsions. The few students that are sent to the office require minimal disciplinary actions. Therefore, student discipline issues do not greatly hinder their learning.

Attendance Rates/Retention

Grade	Attendance Rates-4 th Cycle (According to 2021 Cycle Report)
PK	95.8%
K	93.3%
1 st	95.1%
2 nd	95.6%
3 rd	96.5%
4 th	96.5%
5 th	97.3%
Overall	95.2%

Retention Rates according to the 2019 TARP report is 0% for each grade level. Only 2% of the students are frequently tardy.

Student Groups:

A breakdown of enrollment by student groups would be:

Economically Disadvantaged-91.3%

Special Education-7.1%

Gifted & Talented-8.3%

At-risk- 79.7%

Dual Language Program -62.6%

ESL Program-1.1%

Regular Program -32.2%

EL-67%

Former SE-0%

Title 1-100%

Homeless-.01%

Migrant-0%

Student needs

Oakhurst has various programs at our school that meet the varying needs of our students. We provide services in bilingual/ESL, gifted and talented, special education, dyslexia, and fine arts. All of these programs align with our belief that all students can learn when their differentiating needs and interests are considered.

The students who are failing or at risk of failing tend to be chronically absent. The students are not as engaged in instructional activities.

High quality teachers

Oakhurst employs a high-quality, talented staff, with most of our teachers having 11-20 years of experience. Seven new teachers were hired this year due to teachers retiring or getting promoted to other positions. The staff closely mirrors the student groups with regards to race and ethnicity.

Our Staff based on the 2019 TARP:

	Years of Exp
Beginning Teachers	0%
1-5 years	23.6%
6-10 years	20.5%
11-20 years	41.2%
Over 20 years	14.7%

Our staff consists of the following ethnicities: African American-2.9%; Hispanic 64.7%; White 29.4%; American Indian 0%; Asian 2.9%; Pacific Islander 0%; 2 or more 0%

Our teachers educational levels are as follows: Bachelors: 70.5%; Master 29.5%

Problem Statements Identifying Demographics Needs

Problem Statement 1: According to the 2019 TARP report and school records, enrollment has decreased steadily over the past 5 years with the 2021 school year having a range of only 498-505 students. **Root Cause:** Marketing strategies were only tailored to PK and Kindergarten and not the other grade levels.

Problem Statement 2: According to the 2019 TAPR report, attendance for our African American students was at 93.6%; significantly lower than Hispanic students who were at 97%. **Root Cause:** Professional development was not focused on building relationships with African American students.

Problem Statement 3 (Prioritized): According to school records, only 4% of the students were identified as students with dyslexia as compared to the national average of 15%. **Root Cause:** Only one session of Professional development was focused on characteristics of dyslexia.

Student Learning

Student Learning Summary

Oakhurst Elementary has been rated as a B campus in our state accountability system. Our overall score in 2018-19 was an 88%, and in 2017-2018 our overall score was 89%.

While we are performing significantly higher than our district in all areas, our campus' STAAR performance seems to have leveled off and has not shown significant improvements or declines in any area.

Our Hispanic and economically disadvantaged students are performing significantly higher than our White and Special Education subgroups in STAAR. White and special education students test scores declined in all performance levels from 2018 to 2019 in both math and reading.

State Assessments

Our STAAR Results are as follows: Student Achievement 77; School Progress 2A was an 86; 2B was an 87; Closing the Gaps-89.

The STAAR performance rates by subject and performance level for Oakhurst are as follows:

	Approaches		Meets		Masters	
	2019	2018	2019	2018	2019	2018
Math (all grades)	86%	89%	55%	62%	32%	30%
Hispanic	86%	88%	55%	61%	31%	29%
White	78%	83%	33%	67%	22%	50%
SE	65%	43%	45%	35%	25%	17%
Continuously Enr	88%	89%	57%	62%	35%	29%
Non-cont. Enr	78%	86%	49%	66%	22%	34%
ED	86%	88%	55%	61%	32%	28%
EL	87%	89%	53%	64%	30%	28%
Reading (all grades)	77%	79%	44%	44%	24%	21%
Hispanic	77%	79%	43%	45%	22%	21%
White	44%	67%	22%	50%	22%	50%
SE	50%	50%	40%	45%	10%	25%
Continuously Enr	77%	81%	44%	44%	25%	21%
Non-cont. Enr	76%	64%	43%	50%	20%	21%
ED	77%	78%	43%	43%	23%	20%
EL	76%	76%	41%	43%	24%	21%
Writing (4th grade)	63%	57%	33%	24%	10%	7%
Hispanic	62%	55%	32%	21%	9%	5%
White	*	*	*	*	*	*
SE	57%	13%	43%	13%	29%	13%

	Approaches		Meets		Masters	
	2019	2018	2019	2018	2019	2018
Continuously Enr	66%	60%	36%	25%	10%	5%
Non-cont. Enr	50%	44%	21%	19%	7%	13%
ED	62%	53%	32%	22%	10%	6%
EL	59%	52%	31%	23%	9%	2%
Science (5th Grade)	70%	79%	40%	41%	18%	12%
Hispanic	68%	78%	38%	41%	16%	12%
White	*					
SE	29%	78%	14%	67%	14%	33%
Continuously Enr	71%	78%	42%	39%	17%	11%
Non-cont. Enr	65%	88%	35%	63%	24%	25%
ED	69%	79%	40%	41%	17%	13%
EL	67%	79%	35%	39%	16%	10%
All grades & subjects	73%	77%	71%	75%	75%	79%

For academic Growth-Oakhurst is 20th out of 40 similar schools with a score of 77.

Closing the Gaps-Oakhurst is 7th out of 40 similar schools with a score of 89-earning us a distinction for the top 25%.

Postsecondary Reading-50% or higher in Grade 3-8 Meets or above in Reading and Math.

Are we earning Distinction Designations for achievement?

In 2018-19, we received distinction designations in the areas of Postsecondary Readiness and Comparative Closing the Gaps. In 2017-18, we received the Comparative Closing the Gaps distinction designation.

Student Learning Strengths

Assessment Data

Our K-3rd grade MAP Growth scores are at or above the district in both reading and math with the exception of 2nd grade. Our 2nd grade math and reading scores in MAP Growth are a little lower than the district.

In kindergarten, 2nd, and 3rd grades, the African American students are performing significantly lower than the other ethnicity groups on the math and reading MAP Growth assessments. In 1st grade, the African American students are performing equally to their White peers in math but are a little lower than their White peers in reading. Hispanic students are doing better overall in all subjects and grades in 1st -3rd grade MAP Growth. However, in kindergarten, the white students are performing the highest in both math and reading.

At Oakhurst Elementary, the percentage of students (Hispanic, Asian, 2 and more ethnicities) who scored masters in all subjects (STAAR) is increasing according to the TAPR report. The students coded Economically Disadvantaged increased in masters in Math and Science according to the TAPR report. The Special Education students increased in all three performance areas in Math from 2018-2019. Continuously enrolled students increased in Meets and Masters in the Science STAAR (2018 to 2019). All performance levels

increased in Writing STAAR for all students, all ethnic groups.

According to PK Circle Assessments, all areas increased (except operations which remained the same at 14%) from beginning of the year to middle of the year.

The RIT score for MAP growth Math

Grade level	BOY RIT	MOY RIT
Kinder	149	158
1 st	165	174
2 nd	174	178
3 rd	183	192

The RIT Score for MAP growth English Reading

Grade level	BOY RIT	MOY RIT
Kinder	148	152
1 st	163	160
2 nd	167	167
3 rd	181	186

The RIT Score for MAP growth Spanish Reading

Grade level	BOY RIT	MOY RIT
Kinder	145	156
1 st	165	172
2 nd	168	169
3 rd	181	188

Considering the distinctions earned, students at Oakhurst leave our campus well prepared for their secondary education.

Student performance on STAAR is aligned to the performance on local benchmark assessments. Overall, 201 results show that we scored higher on the STAAR than on the benchmark results in each performance level. This can be a result of the teachers focusing on conducting targeted interventions to move students to the meets and master's levels. While benchmark data is aligned to the STAAR, our report card data does not show alignment. Teachers allow students for multiple opportunities to redo failing assignments.

The faculty and staff work diligently to make sure our at-risk students are successful. Teachers provide small group instruction to meet the differentiated needs of their students. After school tutoring is available for struggling students, and enrichment activities are a part of our after-school program. In addition, Saturday school is available for all students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 22% of 2nd grade English learners in Dual Language met growth in Spanish Reading according to middle of the year MAP growth

results. **Root Cause:** Professional development was not tailored to reading comprehension (only Reading phonics).

Problem Statement 2 (Prioritized): Only 30% of 2nd Grade English learners met growth in Math according to middle of the year MAP growth results. **Root Cause:** Professional development was not tailored to the supplemental resources in the Instructional Frameworks.

Problem Statement 3: 3rd Grade GT students performed 15% points lower than ELL students in 3rd grade Reading according to middle of the year MAP growth results. **Root Cause:** It was difficult to address the opportunities of engagement with literacy outside the instructional literacy block with Covid 19 restrictions (library time).

School Processes & Programs

School Processes & Programs Summary

Oakhurst Elementary has a recruiting committee that includes staff from diverse cultural, ethnic and racial backgrounds. The recruiting committee interviews, selects, and assigns teachers to specific vacancies. High quality teachers are retained by fostering a positive school culture, building relationships, providing support and mentoring.

High quality teachers are placed in classrooms and to teach subjects based on student need and teacher strengths.

Our campus develops instructional leaders by fostering a culture of continuous education. Administrators offer an open door policy where teachers can meet and discuss areas to improve to make them leaders. All instructional leaders have clear roles and responsibilities. Committees are led by these instructional leaders.

Programs

Oakhurst Elementary offers Dual Language instruction, Regular Program instruction, Gifted and Talented Services, Dyslexia, Special Education, RISE (Reaching Independence Through Structured Education), after school programs, Spelling Bee, Math Bee, Battle of the Books, Reading Club, intervention and enrichment services, mentors.

All programs at Oakhurst Elementary are aligned with the school and district vision, mission, goal and values.

All programs focus on a safe environment and high expectations.

According to school records for 2020-2021, the following number of students are enrolled in programs:

Special Education: 36

Bilingual-317

ESL-6

Gifted and Talented-42

Dyslexia-20

According to the 2019 TAPR report:

special education-41

bilingual-349

ESL-5

Gifted & Talented -60

Dyslexia-12

Teachers follow the instructional frameworks and program students into STEAM based on the required district curriculum. In addition, the campus participates in other activities such as Cliburn Programs for the Arts. The after school program emphasizes technology, mathematics and Science as appropriate.

Other programs/services that Oakhurst offers:

Our library circulates 50,000-60,000 books yearly. 40% of the books are in Spanish representing the programming of the school. Extended hours are offered so that parents or community members can have access to books. This has led to an increase of parent participation. Kids ages 0-4 can be exposed to books prior to entering school.

Oakhurst Elementary also has a grant focused on creating a Family Centric Model-which focuses on parental engagement and the social emotional health of students and families.

Master Schedule

The master schedule is built so that grade levels have planning at the same time to facilitate collaborative common planning. Teachers meet during PLC's to discuss planning, teaching, data, student work. Students are able to receive intervention before, during, after school and Saturday school. The after school program serves to provide intervention and enrichment to selected students. Summer school is offered yearly to identified students either for intervention or enrichment. The instructional time is protected for teachers with only minimal disruptions for extreme emergencies.

At Oakhurst Elementary, equity of services are provided to students based upon needs.

Early Childhood (PK, Kinder) transitions include language testing, ASQ (Ages and Stages Questionnaire) development screening; social emotional support from the counselor. Students in PK and Kindergarten are integrated into the school culture from the first day of school.

5th grade to middle school transitions include having the middle school counselor meet with the 5th graders to help with course selection. The elementary school counselor conducts guidance lessons focusing on the differences between elementary and middle school. The purpose of the guidance lessons is to ease the transition from elementary to middle school. The leadership team meets with 5th graders often to provide them with all of the options available to them in middle school such as honors classes, schools of choice, electives.

Student Safety

During the 2020-2021 school, one case of physical aggression towards the teacher and other students was reported. School administrators, counselor and school psychologist met to discuss the creation of a student support plan. The child was withdrawn and enrolled in another school within the District.

School Processes & Programs Strengths

PLC's

PLC's are focused on determining areas in needs of improvement. Root causes are identified and action steps are created during PLC's. Teachers and administrators collaborate to create action plans to address areas needing growth. A committee meets to discuss the focused improvement plan and determine if changes are needed.

Data meetings are held to track progress towards our intended outcomes/performance objectives. During PLC's, teachers track growth/progress and determine what is needed to ensure the intended outcomes are achieved. Information regarding school progress and objectives are held with stakeholders. Stakeholders are held accountable in supporting

school progress towards the campus goals.

Data review

Data is reviewed to determine what professional development is needed in order to address the root causes of low performance. A professional development plan is created at the beginning of the school year to address the root causes. Professional development is delivered either through PLC's or staff meetings. The Professional Development plan is revisited and revised based on data or teacher information.

All teachers plan instruction aligned with state standards based on data and student needs. Teachers execute the well planned aligned lessons following the school district curriculum/instructional frameworks. Data is maintained by teachers. The data is then analyzed to create action plans to differentiate instruction for all learners. Targeted intervention is conducted for at risk students based on all data available. Enrichment is conducted to students who are already at grade level who need support to achieve at the masters level.

Stakeholders

Stakeholders such as parents, community members, business members, staff are involved in the decision making process of our improvement plan.

Promotion of College/Career

The school counselor meets with the Leadership Team to plan activities to promote college, career and military guidance. Career Day, College Week, College Board, Xello program for students focusing on career readiness are some of the activities that Oakhurst has hosted. Guidance lessons are focused on career and college awareness. A google classroom has been created to share information about different colleges/universities and scholarship opportunities. The school counselor and administration promote the District's college night.

Our programs are successful at helping students become aware of all the possibilities that are available to them. Oakhurst Elementary highly encourages students to apply to different program of choice schools. The leadership team help parents and student through the application process. Overall, our students and parents are more aware of college, career and community opportunities that are provided after high school graduation.

Every student at Oakhurst Elementary has access to a district issued chromebook. During the 2018-2019 school year, every 3rd, 4th and 5th grade teacher participated in Professional Learning focused on blended learning. Teachers began integrating blended learning for all students. All staff has received yearly training on integration of technology (formative assessment tools, digital citizenship, Google Suite, Blended Learning, basic chromebook 1:1). During the 2019 school year, as a result of the Covid-19 pandemic, all teachers at Oakhurst Elementary have integrated blended learning into their classrooms.

Planning

Teachers are allowed to plan collaboratively with peers and administrators to support the development of powerful teaching and learning. School administrators conduct frequent walk throughs to provide feedback on improving instruction.

The District adopted Instructional Framework has aligned the curriculum and assessment to TEKS with a year-long scope and sequence. Teachers at Oakhurst Elementary use the scope and sequence to plan and execute rigorous lessons.

All lesson plans and instruction are objective and data driven. Feedback regarding lesson plans are given to teachers on a weekly basis. The lesson plans include formative assessments, the gradual release model and activities.

Technology is integrated into daily lessons. Oakhurst Elementary is a Common Sense certified school. A digital learning plan is created by a committee yearly with 3 goals based on data received from a survey (Bright Bytes). Each goal has action steps that must be followed in order to meet the goals.

The goals for 2020-2021 are:

1. Teachers will increase the use of the 4 C's: Communication, collaboration, critical thinking, and creativity in the classroom learning environment.
2. Increase student foundational technology skills and independent use of technology.
3. Increase student access to technology at school and reliable internet access at home.

Classroom Management/Bullying

Based on TTESS data, 95% of the teachers are proficient or higher in classroom management. Our teachers utilize PBIS strategies, TBRI and Restorative practices to improve their classroom management.

According to the 2021 Panorama survey, 64% of the students are able to stand up for themselves without putting others down. Guidance lessons are conducted to bring awareness to bullying. The district promotes "It's not OK"-a campaign aimed at anti-bullying strategies. Oakhurst Elementary did not have a case of bullying for the 2020-2021 school year. During the 2019-2020 school year, only one incident of bullying was reported. The school counselor and administrators created a student support plan to protect the child.

The counselor conducts suicide training for staff and students. Oakhurst Elementary participates in "My Future is Bright"-a campaign aimed at suicide prevention/mental health awareness.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: During the 2020-2021 school year, Oakhurst Elementary had 8 new teachers as a result of retirements/promotions. Individualized PD was not provided to the new teachers by administrators. **Root Cause:** Administrators only provided general PD to new teachers during a structured PLC time.

Problem Statement 2: During the 2020-2021 school year, 75% of the teachers had a hybrid instructional setting (both in person and virtual) making it difficult for teachers to engage all students. **Root Cause:** Professional development did not tailor strategies to engage both students in person and virtual simultaneously.

Problem Statement 3 (Prioritized): During the 2020-2021 school year, there was only one Regular Program class in PK, 1, 2, 3, 4, 5th making it difficult for teachers to plan Literacy instruction in English. **Root Cause:** Administrators did not collaborate with other schools in the pyramid to allow for RP teachers to plan with other RP teachers in the pyramid.

Perceptions

Perceptions Summary

Attendance:

Attendance for Oakhurst Elementary is an area that needs improvement. Our attendance data is as follows:

2021 Attendance-after the 4th 6 weeks:

Hispanic-96.9% (448 students); African American (19 students) 80.3%; White (25 students) 89%; 2 or more (6 students) 90%; other (4 students) 97.7%; LEP (341 students) 97.6%; SE (35 students) 96.7%; LEP not served (14 students) 97.9; Campus overall 95.9%

2019 Attendance:

Hispanic- 97%; White 94.9%; AA 93.6%; Asian 98.4%; SE 95.2%; ED 96.9%; ELL 97.5%

Campus overall 96.9%

2018 Attendance:

Hispanic-96.8% ; White 94.4%; AA 95.4% ; LEP 97.1%; SE 95.8%; ED 96.7%;

Campus overall 96.7%

Discipline:

Students have not been placed in a DAEP since the 2011 school year. Discipline is handled by school administrators. Training is provided to teachers resulting in few disciplinary issues.

Conflict is reduced by applying PBIS and TBRI strategies. Identified students are given mentors that promote positive relationships and social skills such as interacting with others.

Teacher turnover:

This year (2021), Oakhurst Elementary had 8 new teachers as a result of retirement and promotions.

2019-5 teachers had more than 20 years of experience; 11-20 years (14 teachers)

2018-5 teachers had more than 20 years of experience; 11-20 years (15 teachers)

Turnover rate at Oakhurst Elementary is traditionally very low. This year, due to promotions and retirements, Oakhurst Elementary did have a higher turnover rate.

Parent/Stakeholder Participation:

Parent/guardian/community participation rates are measured by sign in sheets in events. The 2018 and 2019 school years showed a significant increase in parental participation in activities. Monthly parent meetings were held. Academic Parent Teacher Team conferences were held 3 times a year. Curriculum Nights were held three times a year.

Academic Nights were held 4 times a year. In addition, PTO had monthly meetings with a student grade level performance.

The school involves stakeholders during monthly site based decision making committee meetings. All stakeholders are given an opportunity to give input into sharing strategies to engage parents. Stakeholders also give input into the budget to determine how best to utilize funds to meet student needs focusing on student success.

Oakhurst Elementary is participating in a grant that heavily focuses on incorporating a family centric school model. Through this grant, we partnered with WestEd and TCC continuing education department to engage parents and family members to promote involvement in students' education.

The community is highly supportive of our goals. Community members often volunteer their time to support our mission/vision. Business representatives are not as highly supportive. One philanthropist is highly engaged in increasing student achievement at Oakhurst Elementary.

Based on 2019-2020 survey results from parents and community members, 80% answered favorably regarding the climate and culture of the district/campuses.

Based on 2021 survey results from parents and community members, 81% answered favorably regarding the climate and culture of the district and campuses.

Barriers such as language, transportation have been eliminated as a result of partnerships with other non-profit organizations. Both current administrators are bilingual. One barrier that the school is trying to improve is serving the Asian community (Laos, Vietnamese) in their language.

Some parents do have non-traditional working hours which makes it a bit difficult for them to engage in campus events.

Student perception:

Overall, students view their school and learning environment favorably.

Programs

School is challenging for students. Students who show areas of giftedness are referred to GT or Talent Pool services. Students are expected to make at least one years growth in all academic areas. According to the Panorama survey, students like coming to school and feel that they are learning. The afterschool program and the Fine Arts allow for students to receive a well-rounded education.

Parent & Guardian Perception

Parents and guardians describe Oakhurst Elementary as a safe and welcoming place. Current engagement measures have led to a strong foundation of parent investment. According to a parent survey conducted in 2018, one parent stated "It feels like home"...another parent stated "It's a safe neighborhood...that is what I am most proud of".

The fact that a lot of our students are multigenerational Oakhurst students shows that there is a rich history within our school.

Community Perceptions

According to a survey conducted in 2018, the community describes the school as "Oakhurst is a community with a lot of history, pride and unity with a population that is growing and changing." Community members feel that communication is a top priority. The school staff and community members are able to connect. Families are invited to play an active role in student learning.

Teacher Perceptions

95% of the teachers at Oakhurst Elementary love to teach and view the results of their work with students. There is a sense of pride when it comes to student achievement. Teachers display student work inside and outside of the classroom. The Arts teachers have created social media pages to display student work which facilitated a sense of

fulfillment in teachers.

Administrator Support

Teachers are supported by administration by having an open door policy. Feedback regarding instruction is given often. The leadership team supports teachers by providing additional supports such as professional development, mentoring, one on one conferencing to discuss instructional practices. In addition, mental health and wellness services are offered to our teachers to help mitigate daily stressors.

Perceptions Strengths

Attendance data show an increase from 2018 to 2019. This current year, we have a decrease in our attendance rates possibly due to Covid-19.

For the past three years, none of our students have been placed in DAEP. Our teachers and staff are trained in Positive Behavior Intervention Strategies and Trust Based Relational Interventions resulting in a decrease of student disciplinary referrals and DAEP placements. Classroom management and relationship building are priorities the first week of school leading to a pattern of improved social emotional health.

All of our new teachers work with a mentor and experienced teachers. The staff at Oakhurst want all students to be academically successful. We are promoting a growth mindset amongst all students. We prepare all students for success in college, career and community leadership. According to the Panorama survey, 97% of teachers and staff answered favorably when asked if the school is an inviting work environment.

The public views Oakhurst Elementary as a high performing campus as a result of the 88 school rating in 2019. Great schools rates Oakhurst Elementary as 6/10 summary rating; 3/5 stars; Google rates Oakhurst at 4/5 (22 reviews)

2019-2020 Survey results data from parent or community members is as followed:

Instructional Environment-86% answered favorably regarding the instructional environment of the district/campuses.

Physical environment-83% answered favorably regarding the physical environment of the district/campuses.

Working environment-92% answered favorably regarding the working environment of the district/campuses.

2020/2021 Survey results data from parent or community members is as followed:

Instructional Environment-85% answered favorably regarding the instructional climate and culture of the environment.

Physical Environment-75% answered favorably regarding the physical environment.

Working environment-75% answered favorably regarding the working environment of the school district.

Student perception:

2019-2020 Survey results from students is as followed:

Relationships-77% feel that they are able to build a positive relationship with teachers and staff.

Safety-74% feel that they are safe at school.

Emotional safety-77% are able to express themselves to a trusted adult.

Environment-84% feel that the environment is welcoming.

Instructional environment-86% feel that the instructional environment is adequate for student learning.

2020/2021 survey results from students is as followed:

Relationships-89% feel that they are able to build a positive relationship with teachers and staff.

Safety-81% feel that they are safe at school.

Emotional safety-78% are able to express themselves to a trusted adult.

Environment-81% feel that the environment is welcoming.

Instructional environment-77% feel that the instructional environment is adequate for student learning.

Programs

Dual Language, GT, dyslexia, 504, RTI and other rigorous programs are in place to ensure students have success from one grade level to the next. Teachers meet to discuss proper placement for students.

RTI, MTSS, 504, GT, Dyslexia services...etc are programs that are in place for teachers to ensure that all students are successful. In addition, teachers are able to engage in afterschool and Saturday school intervention to address needs of all students.

Parent Support

Parents and guardians learn and understand about their child's learning standards, learning expectations and progress through Academic Parent Teacher Teams and one-on-on student led conferencing. Parents meet with teachers at least three times a year to review academic progress and future learning goals. Teacher demonstrate skills following the I do, we do, you do model to help parents reinforce learning at home.

Parents and guardians are involved in activities to improve student achievement and school performance by attending the APTT conferences, communicating with the teachers via blackboard platform, newsletters, positive phone calls.

Pathways such as conducting home visits and bringing resources directly needed to parents are utilized to engage and support the community. The school partners with the neighborhood association to ensure pathways are created each school year to continue to support the community.

Teacher Perceptions

Teachers enjoy teaching at Oakhurst. It is evident because many teachers continue to teach here beyond 5+ years...Teacher turnover data also reflects that teachers consider this school as a great place.

According to the 2020 Panorama survey, 97% of the teachers feel safe at school. There are low incidents in regards to behavior. Our community is a safe, tight knit community that focuses on safety for all. Staff feel like they belong on campus. Many teachers engage in before school or afterschool activities with families. In addition, a large percentage of our teachers are active members of our school PTO.

Administrator Support

PLC's are held weekly to conduct strong professional development so that teachers can improve the art of teaching and provide new, innovative teaching tools.

Teachers work together through team teaching, meeting as grade levels, weekly during PLC's to support each other. Teachers conduct peer to peer observations to ensure that rigorous instructional practices are occurring in each classroom.

Stakeholders

Stakeholders, business partners and community leaders are active participants in the day to day business operations of Oakhurst Elementary. These individuals engage in SBDM meetings, informational meetings regarding instruction, budgets, school processes and policies to ensure that feedback is given to meet the vision, mission, goals of Oakhurst Elementary.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: According to the Panorama survey, only 65% of teachers responded favorably on how much they can improve their classroom management approaches.

Root Cause: Professional Development was tailored to PBIS and not specific classroom management strategies.

Problem Statement 2 (Prioritized): According to the Panorama survey, only 53% of teachers responded favorably on how possible it is for them to change on how well they relate to their most difficult students. **Root Cause:** Only one Professional development session focused on how to respond or interact with students who have challenging behaviors.

Problem Statement 3 (Prioritized): According to the Panorama survey results, only 52% of 5th graders responded favorably in how attentive and invested they are in their class.

Root Cause: Professional development did not tailor strategies to engage students and promote active participation with the use of technology.

Priority Problem Statements

Problem Statement 1: According to school records, only 4% of the students were identified as students with dyslexia as compared to the national average of 15%.

Root Cause 1: Only one session of Professional development was focused on characteristics of dyslexia.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Only 30% of 2nd Grade English learners met growth in Math according to middle of the year MAP growth results.

Root Cause 2: Professional development was not tailored to the supplemental resources in the Instructional Frameworks.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Only 22% of 2nd grade English learners in Dual Language met growth in Spanish Reading according to middle of the year MAP growth results.

Root Cause 3: Professional development was not tailored to reading comprehension (only Reading phonics).

Problem Statement 3 Areas: Student Learning

Problem Statement 4: During the 2020-2021 school year, there was only one Regular Program class in PK, 1, 2, 3, 4, 5th making it difficult for teachers to plan Literacy instruction in English.

Root Cause 4: Administrators did not collaborate with other schools in the pyramid to allow for RP teachers to plan with other RP teachers in the pyramid.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: According to the Panorama survey results, only 52% of 5th graders responded favorably in how attentive and invested they are in their class.

Root Cause 5: Professional development did not tailor strategies to engage students and promote active participation with the use of technology.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: According to the Panorama survey, only 53% of teachers responded favorably on how possible it is for them to change on how well they relate to their most difficult students.

Root Cause 6: Only one Professional development session focused on how to respond or interact with students who have challenging behaviors.

Problem Statement 6 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
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- 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 progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals





Revised/Approved: September 28, 2021

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 64.3% to 75% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 85.7% to 90% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 Instruction with a specific focus in Literacy practices by providing Professional Learning, targeting ELL/Hispanic/GT students throughout the year.</p> <p>Strategy's Expected Result/Impact: 80% of identified ELL, Hispanic, GT students in each grade level will show mastery (80% or higher) of specific TEKS/guidelines as measured by monthly summative assessments.</p> <p>Staff Responsible for Monitoring: Teachers, ILT</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 3</p> <p>Funding Sources: Subs for PL - Title I (211) - 211-11-6112-0PD-150-30-510-000000-22F10 - \$2,000, Materials for teachers - Title I (211) - 211-11-6399-04E-150-30-510-000000-22F10 - \$1,220, Materials for students - SCE (199 PIC 24) - 199-11-6399-001-150-24-313-000000- - \$4,973</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 3: According to school records, only 4% of the students were identified as students with dyslexia as compared to the national average of 15%. Root Cause: Only one session of Professional development was focused on characteristics of dyslexia.</p>
Student Learning
<p>Problem Statement 1: Only 22% of 2nd grade English learners in Dual Language met growth in Spanish Reading according to middle of the year MAP growth results. Root Cause: Professional development was not tailored to reading comprehension (only Reading phonics).</p>
School Processes & Programs
<p>Problem Statement 3: During the 2020-2021 school year, there was only one Regular Program class in PK, 1, 2, 3, 4, 5th making it difficult for teachers to plan Literacy instruction in English. Root Cause: Administrators did not collaborate with other schools in the pyramid to allow for RP teachers to plan with other RP teachers in the pyramid.</p>

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 39.6% to 50% by May 2022.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 32.6% to 45% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Literacy Tier 1 instruction with a specific focus on Professional Learning Reading Academies as executed in aligned planning, lesson delivery and performance data of ELL and Hispanic groups throughout the year.</p> <p>Strategy's Expected Result/Impact: 85% of the lessons executed by the teachers will be aligned to the specific Reading Academy modules as measured by weekly walkthroughs, weekly lesson plan feedback and appropriate level of rigor in student activities.</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Leadership Team</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 3</p> <p>Funding Sources: Extra duty pay for Professional Development - Title I (211) - 211-11-6116-OPD-150-30-510-000000-22F10 - \$12,089</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 3: According to school records, only 4% of the students were identified as students with dyslexia as compared to the national average of 15%. Root Cause: Only one session of Professional development was focused on characteristics of dyslexia.</p>
Student Learning
<p>Problem Statement 1: Only 22% of 2nd grade English learners in Dual Language met growth in Spanish Reading according to middle of the year MAP growth results. Root Cause: Professional development was not tailored to reading comprehension (only Reading phonics).</p>
School Processes & Programs
<p>Problem Statement 3: During the 2020-2021 school year, there was only one Regular Program class in PK, 1, 2, 3, 4, 5th making it difficult for teachers to plan Literacy instruction in English. Root Cause: Administrators did not collaborate with other schools in the pyramid to allow for RP teachers to plan with other RP teachers in the pyramid.</p>

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 30.1% to 47% by May 2022.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 38.9% to 50% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 instruction by developing the capacity of the ILT, implementing protocols for distributive leadership in the areas of data analysis, aligned lesson planning, observation and feedback.</p> <p>Strategy's Expected Result/Impact: 85% of lessons planned and student work studied will be aligned to data analysis following the data analysis protocol with a focus on identified marginalized groups (based on data) throughout the year.</p> <p>Staff Responsible for Monitoring: Administrators, ILT, teachers</p> <p>Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 3 - Perceptions 3</p> <p>Funding Sources: Data Analyst to conduct meetings - Title I (211) - 211-13-6119-04E-150-30-510-000000-22F10 - \$88,800</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Supplement Tier 1 instruction by providing additional reading resources with a focus on increasing reading comprehension.</p> <p>Strategy's Expected Result/Impact: 80% of students in Kinder-5th will utilize Star Renaissance AR (Accelerated Reader) on a weekly basis as measured by AR tracking tools.</p> <p>Staff Responsible for Monitoring: Librarian, administrators, Leadership Team.</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: Library Books - Title I (211) - 211-12-6329-04E-150-30-510-000000-22F10 - \$5,700, Accelerated Reader - Title I (211) - 211-11-6329-04E-150-30-510-000000-22F10 - \$3,911</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: According to school records, only 4% of the students were identified as students with dyslexia as compared to the national average of 15%. Root Cause: Only one session of Professional development was focused on characteristics of dyslexia.</p>

Student Learning

Problem Statement 1: Only 22% of 2nd grade English learners in Dual Language met growth in Spanish Reading according to middle of the year MAP growth results. **Root Cause:** Professional development was not tailored to reading comprehension (only Reading phonics).

School Processes & Programs

Problem Statement 3: During the 2020-2021 school year, there was only one Regular Program class in PK, 1, 2, 3, 4, 5th making it difficult for teachers to plan Literacy instruction in English. **Root Cause:** Administrators did not collaborate with other schools in the pyramid to allow for RP teachers to plan with other RP teachers in the pyramid.

Perceptions





Problem Statement 3: According to the Panorama survey results, only 52% of 5th graders responded favorably in how attentive and invested they are in their class. **Root Cause:** Professional development did not tailor strategies to engage students and promote active participation with the use of technology.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 85.7% to 90% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 89.7% to 92% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 Instruction with a specific focus in Math practices by providing Professional Learning, targeting ELL/Hispanic/GT students throughout the year.</p> <p>Strategy's Expected Result/Impact: 80% of identified ELL, Hispanic, GT students in each grade level will show mastery (80% or higher) of specific TEKS/guidelines as measured by monthly summative assessments.</p> <p>Staff Responsible for Monitoring: Administrators, ILT Team, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 2: Only 30% of 2nd Grade English learners met growth in Math according to middle of the year MAP growth results. Root Cause: Professional development was not tailored to the supplemental resources in the Instructional Frameworks.</p>
Perceptions
<p>Problem Statement 3: According to the Panorama survey results, only 52% of 5th graders responded favorably in how attentive and invested they are in their class. Root Cause: Professional development did not tailor strategies to engage students and promote active participation with the use of technology.</p>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 42.3% to 47% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 42.3% to 47% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of Tier 1 Instruction with a specific focus in Math practices by providing Professional Learning, targeting ELL/Hispanic/GT students throughout the year.</p> <p>Strategy's Expected Result/Impact: 80% of identified ELL, Hispanic, GT students in each grade level will show mastery (80% or higher) of specific TEKS/guidelines as measured by monthly summative assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 3 - Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 2: Only 30% of 2nd Grade English learners met growth in Math according to middle of the year MAP growth results. Root Cause: Professional development was not tailored to the supplemental resources in the Instructional Frameworks.</p>
School Processes & Programs
<p>Problem Statement 3: During the 2020-2021 school year, there was only one Regular Program class in PK, 1, 2, 3, 4, 5th making it difficult for teachers to plan Literacy instruction in English. Root Cause: Administrators did not collaborate with other schools in the pyramid to allow for RP teachers to plan with other RP teachers in the pyramid.</p>
Perceptions
<p>Problem Statement 3: According to the Panorama survey results, only 52% of 5th graders responded favorably in how attentive and invested they are in their class. Root Cause: Professional development did not tailor strategies to engage students and promote active participation with the use of technology.</p>

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 44.6% to 50% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 44.6% to 50% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Support Tier 1 instruction by utilizing best research practices that will deepen mathematical content knowledge from concrete to abstract for selected students (ELL, Hispanic, SPED, 504).</p> <p>Strategy's Expected Result/Impact: 80% of selected students (ELL, Hispanic, SPED, 504) will show mastery of taught skills as measured by biweekly progress monitoring checks throughout the year.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 3 - Perceptions 3</p> <p>Funding Sources: Afterschool tutorials - Title I (211) - 211-11-6116-04E-150-30-510-000000-22F10 - \$12,600</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: Only 30% of 2nd Grade English learners met growth in Math according to middle of the year MAP growth results. Root Cause: Professional development was not tailored to the supplemental resources in the Instructional Frameworks.</p>
School Processes & Programs
<p>Problem Statement 3: During the 2020-2021 school year, there was only one Regular Program class in PK, 1, 2, 3, 4, 5th making it difficult for teachers to plan Literacy instruction in English. Root Cause: Administrators did not collaborate with other schools in the pyramid to allow for RP teachers to plan with other RP teachers in the pyramid.</p>
Perceptions
<p>Problem Statement 3: According to the Panorama survey results, only 52% of 5th graders responded favorably in how attentive and invested they are in their class. Root Cause: Professional development did not tailor strategies to engage students and promote active participation with the use of technology.</p>





Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 42.4% to 47% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 55.2% to 60% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Support Tier 1 instruction by utilizing best research practices that will deepen Reading comprehension strategies from basic knowledge to higher order thinking skills for selected students (ELL, Hispanic, SPED, 504). Strategy's Expected Result/Impact: 80% of selected students (ELL, Hispanic, SPED, 504) will show mastery of taught skills as measured by biweekly progress monitoring checks throughout the year. Staff Responsible for Monitoring: Teachers, Administrators Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 3 Funding Sources: Enrichment activities/Saturday school - Title I (211) - 211-11-6116-04E-150-30-510-000000-22F10 - \$13,000, Part Time tutor - Title I (211) - 211-11-6117-04E-150-30-510-000000-22F10 - \$7,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 3: According to school records, only 4% of the students were identified as students with dyslexia as compared to the national average of 15%. Root Cause: Only one session of Professional development was focused on characteristics of dyslexia.</p>
Student Learning
<p>Problem Statement 1: Only 22% of 2nd grade English learners in Dual Language met growth in Spanish Reading according to middle of the year MAP growth results. Root Cause: Professional development was not tailored to reading comprehension (only Reading phonics).</p>
School Processes & Programs
<p>Problem Statement 3: During the 2020-2021 school year, there was only one Regular Program class in PK, 1, 2, 3, 4, 5th making it difficult for teachers to plan Literacy instruction in English. Root Cause: Administrators did not collaborate with other schools in the pyramid to allow for RP teachers to plan with other RP teachers in the pyramid.</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from ___% to ___% by May 2022. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 55% to 60% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Build leadership capacity by implementing protocols for vertical alignment in the areas of instructional planning, school culture, data driven instruction and observation and feedback.</p> <p>Strategy's Expected Result/Impact: 85% of teachers will unpack high leverage TEKS as measured by weekly lesson plans throughout the school year</p> <p>Staff Responsible for Monitoring: Assistant Principal, Principal, Data Analyst</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 1: Only 22% of 2nd grade English learners in Dual Language met growth in Spanish Reading according to middle of the year MAP growth results. Root Cause: Professional development was not tailored to reading comprehension (only Reading phonics).</p>
<p>Problem Statement 2: Only 30% of 2nd Grade English learners met growth in Math according to middle of the year MAP growth results. Root Cause: Professional development was not tailored to the supplemental resources in the Instructional Frameworks.</p>
School Processes & Programs
<p>Problem Statement 3: During the 2020-2021 school year, there was only one Regular Program class in PK, 1, 2, 3, 4, 5th making it difficult for teachers to plan Literacy instruction in English. Root Cause: Administrators did not collaborate with other schools in the pyramid to allow for RP teachers to plan with other RP teachers in the pyramid.</p>

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent from 14.1% to 10% by May 2022.

Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 14.1% to 10% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Build leadership capacity among the Attendance Committee by implementing systems and protocols targeting students who have been identified as chronically absent.</p> <p>Strategy's Expected Result/Impact: 80% of the identified students who are chronically absent will decrease absences by 10% as measured by six weeks attendance reports.</p> <p>Staff Responsible for Monitoring: Attendance committee-Counselor, AP, Data Clerk, Communications Liaison, Family and Communications Manager</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math -</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:





Perceptions
<p>Problem Statement 2: According to the Panorama survey, only 53% of teachers responded favorably on how possible it is for them to change on how well they relate to their most difficult students. Root Cause: Only one Professional development session focused on how to respond or interact with students who have challenging behaviors.</p>

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 67.7% to 80% by May 2022.

Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from __% to __% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Build teacher capacity in engaging students by increasing student interaction in the classroom learning environment as measured by the Student Culture Rubric.</p> <p>Strategy's Expected Result/Impact: By May 2022, Panorama SEL Survey will reflect 80% positive student responses on the learning environment.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Perceptions 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 2: According to the Panorama survey, only 53% of teachers responded favorably on how possible it is for them to change on how well they relate to their most difficult students. Root Cause: Only one Professional development session focused on how to respond or interact with students who have challenging behaviors.</p> <p>Problem Statement 3: According to the Panorama survey results, only 52% of 5th graders responded favorably in how attentive and invested they are in their class. Root Cause: Professional development did not tailor strategies to engage students and promote active participation with the use of technology.</p>

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Decrease the number of in and out of school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 0% to 0% by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve the quality of PBIS behavior interventions in all classrooms and content areas with emphasis on identifying the needs of African American and Hispanic students.</p> <p>Strategy's Expected Result/Impact: By May 2022, 100% of African American or Hispanic students with chronic behavior patterns will have a behavior plan in place and be progress monitored using Branching Minds every 6 weeks.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Counselor</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 2, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:





Perceptions
<p>Problem Statement 2: According to the Panorama survey, only 53% of teachers responded favorably on how possible it is for them to change on how well they relate to their most difficult students. Root Cause: Only one Professional development session focused on how to respond or interact with students who have challenging behaviors.</p>
<p>Problem Statement 3: According to the Panorama survey results, only 52% of 5th graders responded favorably in how attentive and invested they are in their class. Root Cause: Professional development did not tailor strategies to engage students and promote active participation with the use of technology.</p>

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 86.4% to 90% by May 2022. Increase the positive perception of parents of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from to by May 2022.

Strategy 1 Details	Reviews			
<p>Strategy 1: Monthly meetings will be held to address concerns or information from parents resulting in 90% of parents having a positive perception of Oakhurst Elementary.</p> <p>Strategy's Expected Result/Impact: By May 2022, the parent survey will reflect an increase on parent engagement from 86.4% positive response to 90% positive responses.</p> <p>Staff Responsible for Monitoring: Counselor, AP, Principal, Family and Communications Liaison</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: Snacks and materials for parents - Title I (211) - 211-61-6499-04L-150-30-510-000000-22F10 - \$2,720</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Perceptions
<p>Problem Statement 3: According to the Panorama survey results, only 52% of 5th graders responded favorably in how attentive and invested they are in their class. Root Cause: Professional development did not tailor strategies to engage students and promote active participation with the use of technology.</p>

Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Subs for PL	Subs for professional development	211-11-6112-0PD-150-30-510-000000-22F10	\$2,000.00
1	1	1	Materials for teachers	Supplies and materials for instructional use	211-11-6399-04E-150-30-510-000000-22F10	\$1,220.00
1	2	1	Extra duty pay for Professional Development	Extra duty pay for PD after hours	211-11-6116-0PD-150-30-510-000000-22F10	\$12,089.00
1	3	1	Data Analyst to conduct meetings	Data Analyst	211-13-6119-04E-150-30-510-000000-22F10	\$88,800.00
1	3	2	Library Books	Reading materials for library use	211-12-6329-04E-150-30-510-000000-22F10	\$5,700.00
1	3	2	Accelerated Reader	Reading materials for classroom use	211-11-6329-04E-150-30-510-000000-22F10	\$3,911.00
2	3	1	Afterschool tutorials	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-150-30-510-000000-22F10	\$12,600.00
3	1	1	Enrichment activities/Saturday school	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-150-30-510-000000-22F10	\$13,000.00
3	1	1	Part Time tutor	Tutors with degree or certified	211-11-6117-04E-150-30-510-000000-22F10	\$7,000.00
4	4	1	Snacks and materials for parents	Snacks for parents to promote participation	211-61-6499-04L-150-30-510-000000-22F10	\$2,720.00
Sub-Total						\$149,040.00
Budgeted Fund Source Amount						\$149,040.00
+/- Difference						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Materials for students	Supplies and materials for instructional use	199-11-6399-001-150-24-313-000000-	\$4,973.00
Sub-Total						\$4,973.00
Budgeted Fund Source Amount						\$4,973.00
+/- Difference						\$0.00
Grand Total						\$154,013.00