Fort Worth Independent School District

152 Oaklawn Elementary School

2023-2024 Improvement Plan

Accountability Rating: C

Mission Statement

School Mission

IT IS OUR MISSION, AT OAKLAWN ELEMENTARY, TO PREPARE ALL OUR CHILDREN FOR A SUCCESSFUL LIFE WITH UNLIMITED CAREER CHOICES. THROUGH RIGOROUS ROBUST ACADEMIC AND SOCIAL OPPORTUNITIES, WE WILL PROVIDE A STRONG FOUNDATION FOR FUTURE SUCCESS.

Vision

VISION STATEMENT

IGNITING IN EVERY CHILD A PASSION FOR

LEARNING!

Value Statement

Oaklawn's 3 Core Values

1. Instuctional Excellence/Excelencia Educativa

2. A Positive School Experience/Una Experiencia Escolar Positiva

3. Effective Campus Operations/Operaciones Efectivas del Campus

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: April 18, 2023

Demographics

Demographics Summary

- Oaklawn was opened in 1935. New additions and renovations were added during the last bond implementation. The main building maintains much of the charm and structure of the original building.

- Currently, Oaklawn houses 462 students, grades PK to 5th. The school population is 85% Hispanic, 10% African American, and 5% other ethnicities. In addition to regular education, Oaklawn has Dual Language, English as a Second Language, and Inclusion programs as well as a RISE special education program.
- Females- 228
- Males - 234
- Asian- 1
- Black/African American- 55
- Hispanic 390
- Multiple- 2
- White - 14
- ELL - 294
- SpEd - 40

Attendance ADA Trends

2018-2019 - 95%

2019 - 2020 - 95.9%

2020 - 2021- 90.4%

2021-2022 - 90.1%

2022 - 2023 - 92.6%

Demographics Strengths

- Attendance rates have increased from 90.1% in 2021-2022 to 92.6% for the 2022-2023 school year.
- At least 20% more students recovered attendnce durg SLQ.
- The African American ADA has increased 8% from last year.
- African American Trends

18/19- 93.7%

19/20 - 94.9% (Covid Year)

20/21 - 84.5% (Post Covid)

22/23 - 92.5%

- Full time social worker (navigator) and counselor.
- Nurse Clinic - Good Site Health- allows students to be treated and assessed on campus.
- Weekly House Meetings
- Well supported students

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance rates have fallan below the 95% ADA treshold since the 2018-2019 school year.   **Root Cause:** Although we follow the SART process for monitoring student attendance, we need to refine our campus system of monitoring and contacting families when students are absent.

Student Learning

Student Learning Summary

Literacy- English

	BOY			MOY		
Grade Level	Number Students	Average RIT	Grade Level	Number Students	Average RIT	
All	353	172	5	62	177 **NA- 209**	
K	24	139 **NA- 150**	K	24	145 **NA- 146**	
1	80	153 **NA- 170**	1	34	157 **NA- 166**	
2	63	170 **NA- 184**	2	64	168 **NA- 181**	
3	67	175 **NA- 196**	3	70	177 **NA- 194**	
4	63	190 **NA- 206**	4	66	189 **NA- 203**	
5	56	194 **NA- 215**	All	368		

Literacy- Spanish

	BOY			MOY		
Grade Level	Number Students	Average RIT	Grade Level	Number Students	Average RIT	
All	161	154	All	159	160	
K	33	134 **NA- 142**	K	34	144 **NA- 142 +2**	
1	52	148 **NA- 157**	1	48	150 **NA- 157**	
2	40	160 **NA- 176**	2	38	167 **NA- 176**	
3	36	176 **NA- 188**	3	39	179 **NA- 188**	

	BOY to MOY - English		BOY to MOY Spanish		
Grade Level	Number Students	% Met Projected Growth	Grade Level	Number Students	% Met Projected Growth
All	302	**46**	All	159	**35**
K	24	**29**	K	34	**29**

	BOY to MOY - English			BOY to MOY Spanish	
1	31	**18**	1	48	**27**
2	60	**37**	2	38	**21**
3	65	**34**	3	39	**33**

Math

Math - BOY MAP Growth

	Testers		Average		Testers	Percent	Testers	Percent
Grade Level	2021-22	2022-23	2021-22	2022-23	2021-22		2022-23	
All	423	353	167	172	289	41	283	46
K	83	24	136	139	0		0	
1	70	80	152	153	54	24	69	36
2	66	63	165	170	60	48	53	49
3	62	67	175	175	51	37	58	38
4	64	63	185	190	50	48	54	56
5	78	56	194	194	74	45	49	57

Math - BOY to MOY and MOY to EOY MAP % Met Projected Growth

	BOY to MOY			BOY to EOY	
Grade Level	Number Students	% Met Projected Growth	Grade Level	Number Students	% Met Projected Growth
All	351	32	All		
K	24	42	K		
1	79	18	1		
2	60	30	2		
3	66	30	3		
4	64	33	4		
5	58	53	5		

Student Learning Strengths

Kindergarten and 5th grade students in Math met their grade level projected norms.

Kindergarten students in Literacy met their grade level projected norms.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Based on MOY MAP data, less than 10% of 3rd-5th grade students are on target to score meets or higher on STAAR. **Root Cause:** Student skill gaps are not being addressed in Tier 1 instruction nor during interventions.

School Processes & Programs

School Processes & Programs Summary

Weekly Smore

Clayton Yes After School Program

Weekly PLCs that focus on teacher practices through a design of planning, present, deliver (lesson delivery), and debrief cycles.

Saturday Learning Quest

Wyatt Nation PLCs

Implementatio of the House Systems

Bi-Weekly House Meetings

Bi- Weekly Data Meetings

W.I.N. Time- (Interventions) 4 days a week.

School Processes & Programs Strengths

Allotted time built into the schedule to intervene.

At Oaklawn, we focus on student engagement and lesson internalization.

Weekly Focus on proven instructional practices.

Paid Planning opportunities outside of instructional hours.

Content Coach support throughout the year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students are not meeting grade level expectations. **Root Cause:** Although systems and practices have been defined and outlined, routine implementation is lacking.

Perceptions

Perceptions Summary

At Oaklawn Elementary we strive to build a school within our community. We have established a house system that strives to connect students, staff, and families. The mission of our house system is to celebrate eight houses as one big family. Within each house, students, staff, and families develop skills in the following areas:

- community service
- team building
- relationship building
- problem solving startegies
- peer conflict resolution

Perceptions Strengths

Family Events throughout the year.

Parent educational classes.

Culminating events.

Fundraisers

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parents and Teacher interactions are limited and often occur in a space of behavior concerns.   **Root Cause:** Although many events have been planned and executed, our campus does not have a family engagement specialist to bridge the gap.

Priority Problem Statements

Problem Statement 1: Based on MOY MAP data, less than 10% of 3rd-5th grade students are on target to score meets or higher on STAAR.

Root Cause 1: Student skill gaps are not being addressed in Tier 1 instruction nor during interventions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students are not meeting grade level expectations.

Root Cause 2: Although systems and practices have been defined and outlined, routine implementation is lacking.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Attendance rates have fallan below the 95% ADA treshold since the 2018-2019 school year.

Root Cause 3: Although we follow the SART process for monitoring student attendance, we need to refine our campus system of monitoring and contacting families when students are absent.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Parents and Teacher interactions are limited and often occur in a space of behavior concerns.

Root Cause 4: Although many events have been planned and executed, our campus does not have a family engagement specialist to bridge the gap.

Problem Statement 4 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
- Campus/District improvement plans (current and prior years)

Accountability Data

- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- T-TESS data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

District Goals

District Goal 1: 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.

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 79% to 85% by May 2024.
*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 94% to 96% by May 2024.
*Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 75% to 80% by May 2024.

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify/Estrellita/Esperanza/Lunita/Escalera/Lexia) and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum and the Science of Teaching Reading. PLC model is (plan, rehearse, deliver, debrief)

Strategy's Expected Result/Impact: 1. 100% of lesson planning, observations, and instructional strategies will be tracked for effectiveness.
2. 90% of lessons planned will identify scaffolded supports for special education, ELL, GT and at-risk student populations.
3. 100% of feedback will focus on instructional strategies and routines that facilitate student learning.
4. 25% of all lessons will be rehearsed with real time coaching for literacy and mathematics.

Staff Responsible for Monitoring: Campus Administrators and Instructional Coach

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Lessons will intentionally address student expectations, elps, and struggling students.	**Formative**			**Summative**
Intended Audience: Teachers and ILT	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Campus Admistrators and ILT				
Date(s) / Timeframe: ongoing				
Collaborating Departments: Maximing Life, James Womack				
Delivery Method: In-person				
Funding Sources: Professional Development - Title I (211) - 211-13-6299-04E-152-30-510-000000-24F10 - $32,038				

Action Step 2 Details	Reviews			
Action Step 2: (Amplify/Estrellita/Esperanza/Lunita/Escalera/Lexia) will be utilized in W.I.N. and during after school tutoring.	**Formative**			**Summative**
Intended Audience: K-5 students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Teachers and Teacher Assistants				
Date(s) / Timeframe: Ongoing Tutoring will begin 10/03				
Collaborating Departments: Bilingual Department				
Delivery Method: In Person				

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

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Based on MOY MAP data, less than 10% of 3rd-5th grade students are on target to score meets or higher on STAAR. **Root Cause**: Student skill gaps are not being addressed in Tier 1 instruction nor during interventions.

School Processes & Programs
Problem Statement 1: Students are not meeting grade level expectations. **Root Cause**: Although systems and practices have been defined and outlined, routine implementation is lacking.

District Goal 1: 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.

School 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 44% to 64% by May 2024.
*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from36.7% to 57% by May 2024.
*Increase the percentage of Economically Disadvantage students from 43% to 73% by May 2024.

Strategy 1: Provide addtional explicit/small group opportunities for Tier 3 students who struggle with phonological and phonemic awarenesss and fluency.

    Strategy's Expected Result/Impact: Students will become fluent readers.

    Staff Responsible for Monitoring: title 1 teacher, title 1 TA

    Title I:
2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy**

    Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: These students will receive additional 1:1 or small group instruction with explicit/targeted supports.	**Formative**			**Summative**
Intended Audience: Students who scored less than the 50th percentile on MAP Fluency EOY assessments.	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Title 1 teacher/ Title 1 TA				
Date(s) / Timeframe: 3 times weekly/per year				
Delivery Method: In person				
Funding Sources: iReady Online Support - SCE (199 PIC 24) - 199-11-6399-001-152-24-313-000000- - $7,191				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Strategy 2: The campus will schedule structured time in the schedule for all students to receive explicit instruction on various areas of concern (W.I.N.).

    Strategy's Expected Result/Impact: Students will meet their projected growth proficiency targets.

    Staff Responsible for Monitoring: Teachers, CIC, Title 1 Teacher

Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy**

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Students will receive daily acceleration supports Monday - Thursday of each week (excluding testing days) from 7:50 a.m. to 8:40 a.m.	**Formative**			**Summative**
Intended Audience: Students in K-5	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Classroom Teacher, Inclusion Teacher, Teacher Assistants, and CIC.				
Date(s) / Timeframe: Monday- Thursday 7:50 a.m. to 8:40 a.m.				
Collaborating Departments: Bilngual Department				
Delivery Method: In person.				
Funding Sources: Ancillary materials to support emergent bilingual students. - BEA (199 PIC 25) - 199-11-6329-001-152-25-313-000000 - $952				

0% **No Progress**   100% **Accomplished**   ➡ **Continue/Modify**   ✖ **Discontinue**

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Students are not meeting grade level expectations.   **Root Cause**: Although systems and practices have been defined and outlined, routine implementation is lacking.

District Goal 1: 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.

School 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 32% to 50% by May 2024.
*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 37% to 55% by May 2023.
*Increase the percentage of Economically Disadvantged students from 32% to 50% by May 2024.

Evaluation Data Sources: 1. 55% of students will meet their projected proficiency as measrued by NWEA MAP MATH.

Strategy 1: Utilizing a Title I Teacher and Assistant to support Tier 3 students in Math and Literacy to coordinate instructional small groups and testing

Strategy's Expected Result/Impact: Increase number of students on grade level in Math and Literacy and number of students meeting End of the Year goals

Staff Responsible for Monitoring: NaNedra Golding, Principal

Title I:
2.4
 - TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 2: Strategic Staffing

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Hire a Title I Teacher to support the campus academically	**Formative**			**Summative**
Intended Audience: Campus students and staff	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: NaNedra Golding, Principal				
Date(s) / Timeframe: August 2023				
Funding Sources: Title I Teacher - Title I (211) - 211-11-6119-04E-152-30-510-000000-24F10 - $63,932				
0% No Progress 100% Accomplished ➡ Continue/Modify ✕ Discontinue				

Strategy 2: Utilizing (Amplify/Estrellita/Esperanza/Lunita/Escalera/Lexia), students will receive additional foundational literacy support during after school tutoring.

Strategy's Expected Result/Impact: Increase number of students on grade level in Literacy and Math, as well as increase the number of students meeting their projected growth target on STAAR Reading and Math.

Staff Responsible for Monitoring: Counselor Smith, Data Analyst, Principal, and AP

Title I:
2.4, 2.5, 2.6
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
 - **Targeted Support Strategy** - **Additional Targeted Support Strategy**

Problem Statements: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Invite parents of targeted students to a data and goal setting meeting to develop strategies to support student learning at school and at home.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Families **Provider / Presenter / Person Responsible:** Data Analyst, Family Engagement Specialist, Principal, and AP **Date(s) / Timeframe:** Monthly **Delivery Method:** In-person				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Based on MOY MAP data, less than 10% of 3rd-5th grade students are on target to score meets or higher on STAAR.   **Root Cause**: Student skill gaps are not being addressed in Tier 1 instruction nor during interventions.
School Processes & Programs
Problem Statement 1: Students are not meeting grade level expectations.   **Root Cause**: Although systems and practices have been defined and outlined, routine implementation is lacking.

District Goal 2: 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.

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 73% to 78% by May 2024.
Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 53% to 60% by May 2024.

Evaluation Data Sources: CLI Engage

Strategy 1: Teachers will engage families in each unit to create strong home school connections to increase student proficiency of the taught concepts.

Strategy's Expected Result/Impact: Increase student performance on CLI Engage.

Staff Responsible for Monitoring: PK teachers, AP, CIC

Title I:
2.4
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments
 - **Targeted Support Strategy**

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: After each unit of study, families will be invited to attend the unit culminating event.	**Formative**			**Summative**
Intended Audience: Students, Staff, & Families	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: PK Teachers, AP, FES, & CIC				
Date(s) / Timeframe: 6 culminating events throughout the year.				
Collaborating Departments: Early Learning				
Delivery Method: In Person				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

School Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Parents and Teacher interactions are limited and often occur in a space of behavior concerns. **Root Cause**: Although many events have been planned and executed, our campus does not have a family engagement specialist to bridge the gap.

District Goal 2: 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.

School Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 53% to 60% by May 2024. Increase the percentage of Emergent Bilingual students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 46% to 53% by May 2024.

Evaluation Data Sources: TX KEA

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework). Eureka instruction for all students by developing opportunities for teachers to engage in lesson internalization.

Strategy's Expected Result/Impact: 60% of students will score greater than the 50th percentile on EOY TX KEA.

Staff Responsible for Monitoring: CIC, Teachers, Data Analyst, Principal, AP

Title I:
2.6
 - ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will participate inplanning and internalization workshops throughout the year. During weekly PLCs, teachers will follow the Plan, Present, Deliver, Debrief model.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers, CIC, Principal, AP **Provider / Presenter / Person Responsible:** Principal and AP **Date(s) / Timeframe:** ongoing **Collaborating Departments:** Math Department **Delivery Method:** In Person				
0% No Progress 100% Accomplished → Continue/Modify ✘ Discontinue				

Strategy 2: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Build teacher instructional capacity to plan and implement explicit/systemic Tier 1 instruction in all content areas with differentiated and scaffolded supports particularly for EB and ED students.

Staff Responsible for Monitoring: CIC, Teachers, Data Analyst, Principal, AP

Title I:
2.6
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: By August 26, 2022, develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, Amplify, Creative Curriculum, and Reading Academies content and share observation cycle with staff by mid September 1, 2022.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers, Instructional Leadership Team **Provider / Presenter / Person Responsible:** Principal and AP **Date(s) / Timeframe:** 23-24 SY **Collaborating Departments:** Literacy Department **Delivery Method:** In Person				

Action Step 2 Details	Reviews			
Action Step 2: Develop and publicize PLC schedules for first semester, including campus administrator to attend each PLC, the topic for the PLC, and the materials;prework needed.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers, ILT **Provider / Presenter / Person Responsible:** Princpal, AP **Date(s) / Timeframe:** August 2023 **Delivery Method:** In Person				

Action Step 3 Details	Reviews			
Action Step 3: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers, ILT **Provider / Presenter / Person Responsible:** Principal, AP, CIC **Date(s) / Timeframe:** August 2023 - May 2024 **Collaborating Departments:** Literacy Department Multilingual Education Department Early Learning Department **Delivery Method:** In-Person				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Based on MOY MAP data, less than 10% of 3rd-5th grade students are on target to score meets or higher on STAAR.   **Root Cause**: Student skill gaps are not being addressed in Tier 1 instruction nor during interventions.

District Goal 2: 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.

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 39% to 45% by May 2023.
Increase the percentage of students with IEPs or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 21% to 28% by May 2023.

Evaluation Data Sources: NWEA MAP

Strategy 1: Improve the quality and alignment of Tier 1 (FWISD Instructional Framework). Eureka instruction for all students by developing opportunities for teachers to engage in lesson internalization.

Strategy's Expected Result/Impact: 60% of students will meet their projected proficiency as measured by EOY MAP growth.

Staff Responsible for Monitoring: CIC, Teachers, Data Analyst, Principal, AP

Title I:
2.6
 - TEA Priorities:
Build a foundation of reading and math
 - ESF Levers:
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative			**Summative**
Action Step 1: Teachers will participate inplanning and internalization workshops throughout the year. During weekly PLCs, teachers will follow the Plan, Present, Deliver, Debrief model.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** CIC, Teachers, Data Analyst, Principal, AP **Date(s) / Timeframe:** Weekly **Collaborating Departments:** Math Department **Delivery Method:** In-Person				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

School Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Based on MOY MAP data, less than 10% of 3rd-5th grade students are on target to score meets or higher on STAAR. **Root Cause**: Student skill gaps are not being addressed in Tier 1 instruction nor during interventions.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 18% to 36% by May 2023.
Increase the percentage of Emergent Bilingual students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 21% to 31% by May 2023.

Strategy 1: Develop the capacity of PK-5 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

Strategy's Expected Result/Impact: Students will increase their foundational math skills and critically solve problems.

Staff Responsible for Monitoring: Teacher, DA, CIC, Princpal, AP

Title I:
2.6
 - TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will provide ongoing explicit fluency instruction for all students in PK-5th grade in both languages.	Formative			Summative
	Nov	Jan	Mar	June
Intended Audience: Teachers, Title 1 Teacher, & TAs **Provider / Presenter / Person Responsible:** CIC, Title 1 Teacher, Admin **Date(s) / Timeframe:** August 2023- May 2024 **Delivery Method:** In Person				
Action Step 2 Details	Reviews			
Action Step 2: Each Dual Language Classroom will have bilingual libraries.	Formative			Summative
Intended Audience: DLE Teachers	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Vendor				

Date(s) / Timeframe: August 2023- January 2024
Collaborating Departments: Literacy
Delivery Method: In-person

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

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Based on MOY MAP data, less than 10% of 3rd-5th grade students are on target to score meets or higher on STAAR.   **Root Cause**: Student skill gaps are not being addressed in Tier 1 instruction nor during interventions.

District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 12% to 24% by May 2024.
Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 13% to 26% by May 2024.

Strategy 1: Develop the capacity of PK-5 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem solving application and use of district approved resources to maximize student learning and instruction.

Problem Statements: Student Learning 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will internalize each lesson, practice the "I Do' portion of the lesson during PLCs and extend or revise prior to teaching the lesson to students to ensure the most effective Tier 1 instruction is provided with supports for students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Teacher, Math Coach, CIC, Principal, AP) **Date(s) / Timeframe:** Weekly (ongoing throughout the year) **Collaborating Departments:** Math **Delivery Method:** In-Person				

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

Strategy 2: Increase the number of students exceeding projected growth on EOY MAP from 7% to 25% exceeding projected growth.

Staff Responsible for Monitoring: Teachers, IC, Admin, Data Analyst

Title I:
2.4, 2.5

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Provide accelerated instructional opportunites for our GT students.	**Formative**			**Summative**
Intended Audience: GT	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Classroom Teachers				
Date(s) / Timeframe: on-going				
Collaborating Departments: GT				
Delivery Method: in-person				
Funding Sources: - Gifted & Talented (199 PIC 21) - - $158				

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

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Based on MOY MAP data, less than 10% of 3rd-5th grade students are on target to score meets or higher on STAAR.   **Root Cause**: Student skill gaps are not being addressed in Tier 1 instruction nor during interventions.
School Processes & Programs
Problem Statement 1: Students are not meeting grade level expectations.   **Root Cause**: Although systems and practices have been defined and outlined, routine implementation is lacking.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 90% to 94% by May 2023.

Strategy 1: Implement the House Systems to build collaboration amongst students and staff by utilizing a school wide approach to discipline.

    Strategy's Expected Result/Impact: Student discipline referrals will decrease by 10%

    Staff Responsible for Monitoring: Teachers, Staff, Admin, Counselor, Social Worker, Title 1

    Title I:
4.2
 - **ESF Levers:**
Lever 3: Positive School Culture

    Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: We will train teachers and staff on house systems by attending the HOUSE CON/HOUSE conferences RCA.	**Formative**			**Summative**
Intended Audience: Staff	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Ron Clark Academy				
Date(s) / Timeframe: January and July				
Delivery Method: In Person				
Funding Sources: - Title I (211) - 211-13-6411-04E-152-30-510-000000-24F10 - $8,000				

Action Step 2 Details	Reviews			
Action Step 2: Hold bi-weekly house meetings to work on character building, team building, and activities to increase the sense of community across grade levels ethnicity, and language lines. Students will be able earn points and redeem those house points for prizes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Students, Staff, Families and Communities				
Provider / Presenter / Person Responsible: House Leaders/Student House Leaders				
Date(s) / Timeframe: Bi-Weekly				
Delivery Method: In-Person				
Funding Sources: - Title I (211) - 211-11-6499-04E-152-30-510-000000-24F10 - $8,000				

Action Step 3 Details	Reviews			
	Formative			Summative
Action Step 3: Monitor student behavior and positive school contributions through the RCA House App. House points will be displayed throughout the campus via flat panel televsions.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: Students, Staff, Families, and Community **Provider / Presenter / Person Responsible:** Staff **Date(s) / Timeframe:** Daily **Delivery Method:** App **Funding Sources:** - Title I (211) - 211-11-6398-04E-152-30-510-000000-24F10 - $1,800				

0% **No Progress**   100% **Accomplished**   ➡ **Continue/Modify**   ❌ **Discontinue**

Strategy 2: Provide personal care supplies and clothing for students served under the SpEd umbrella.

Strategy's Expected Result/Impact: Student attendance will increase when students have essential supplies at school.

Staff Responsible for Monitoring: Family Engagement Specialist and Counselor.

Title I:
2.6
 - TEA Priorities:
Improve low-performing schools
 - ESF Levers:
Lever 3: Positive School Culture

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
	Formative			Summative
Action Step 1: Purchase supplies for the RISE classroom.	**Nov**	**Jan**	**Mar**	**June**
Intended Audience: RISE Classroom **Provider / Presenter / Person Responsible:** Teacher and TA **Date(s) / Timeframe:** ongoing **Delivery Method:** In-person **Funding Sources:** - SPED (199 PIC 23) - - $1,200				

Action Step 2 Details	Reviews			
Action Step 2: Create a Mobile Lab to support the sensory needs of students in need of regulation.	**Formative**			**Summative**
Intended Audience: Students with self regulation deficits.	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: SLP, RISE teacher and TA				
Date(s) / Timeframe: as neeeded				
Collaborating Departments: SpEd				
Delivery Method: in-person				
Funding Sources: - SPED (199 PIC 23) - - $1,668				

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

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Attendance rates have fallan below the 95% ADA treshold since the 2018-2019 school year.   **Root Cause**: Although we follow the SART process for monitoring student attendance, we need to refine our campus system of monitoring and contacting families when students are absent.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Decrease the overall number of discipline referrals by school personnel from 10 to 5 by May 2023.
Decrease the number of discipline referrals by school personnel for male student from 17 to 9 by May 2023.

Strategy 1: Utilize the Ron Clark House System to build positive campus relationships and behavioral intervention systems

Strategy's Expected Result/Impact: Reduce the number of overall campus referrals and strengthen staff and student relationships via the rewarding of House Points for positive behavioral and academic outcomes

Staff Responsible for Monitoring: Kadoria Burgess, Assistant Principal

Title I:
2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Bi-weekly house meetings will focus on team building, character development, and leadership skills.	**Formative**			**Summative**
Intended Audience: Students, Staff, Families	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: House Leaders				
Date(s) / Timeframe: Bi-Weekly				
Delivery Method: In- Person				
Action Step 2 Details	Reviews			
Action Step 2: Bi-weekly a student will from each house will be showcased for exhibiting the Panther PAWS of Excellene.	**Formative**			**Summative**
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: House Leaders				
Date(s) / Timeframe: Bi-Weekly				
Delivery Method: In-Person				

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

School Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 1: Students are not meeting grade level expectations.   **Root Cause**: Although systems and practices have been defined and outlined, routine implementation is lacking.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 7 to 5 by May 2024.

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement , decrease behavior and discipline incidents, and improve school climate and culture.

> **Strategy's Expected Result/Impact:** Equip students with tools to self regulate and self monitor to decrease disruptive outburst.
>
> **Staff Responsible for Monitoring:** Teachers, Staff, Navigator, & Counselor
>
> **Title I:**
> 2.4
> - **TEA Priorities:**
> Improve low-performing schools
> - **ESF Levers:**
> Lever 3: Positive School Culture
>
> **Problem Statements:** Demographics 1 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Showcase students achievements in SEL, academics, and behavior.	**Formative**			**Summative**
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: FES and Admin				
Date(s) / Timeframe: Throughout the year.				
Delivery Method: In- Person				
Funding Sources: Brag Tags - Title I (211) - 211-11-6399-04E-152-30-510-000000-24F10 - $1,000				
Action Step 2 Details	Reviews			
Action Step 2: Classrooms will receive supplies to support Tier 3 students in self regulation.	**Formative**			**Summative**
Intended Audience: Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Admin				

Date(s) / Timeframe: Throughout the year.

Collaborating Departments: None

Delivery Method: In-Person

Funding Sources: Classroo Supplies - Title I (211) - 211-11-6399-04E-152-30-510-000000-24F10 - $6,960.53

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

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Attendance rates have fallan below the 95% ADA treshold since the 2018-2019 school year.   **Root Cause**: Although we follow the SART process for monitoring student attendance, we need to refine our campus system of monitoring and contacting families when students are absent.
School Processes & Programs
Problem Statement 1: Students are not meeting grade level expectations.   **Root Cause**: Although systems and practices have been defined and outlined, routine implementation is lacking.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 0 to 7 by May 2023.

Strategy 1: Increase family and parent engagement and satisfaction via effective Arrival and Dismissal Operations

    Strategy's Expected Result/Impact: Increase instructional time on task by decreasing Arrival and Dismissal times

    Staff Responsible for Monitoring: Kadoria Burgess, Assistant Principal

    Title I:
2.5
 - ESF Levers:
Lever 3: Positive School Culture

    Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Utilize a digital Arrival and Dismissal application, Pik-My-Kid, to streamline and decrease time spent on operations and increase the amount of instructional time on task	**Formative**			**Summative**
Intended Audience: Families and the school community	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Kadoria Burgess, Assistant Principal				
Date(s) / Timeframe: Daily				
Funding Sources: Sachi Tech (DBA Pik-My-Kid) - Title I (211) - 211-61-6399-04L-152-30-510-000000-24F10 - $5,750				

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

Strategy 2: Increase parent engagement by 50% from 3 events to 6 events annually.

    Strategy's Expected Result/Impact: Increase in student attendance, an increase in student behaviors, and a decrease in student behaviors.

    Staff Responsible for Monitoring: Campus Administrators and FES specialists.

    Title I:
2.4, 2.5, 4.2
 - ESF Levers:
Lever 3: Positive School Culture, Lever 5: Effective Instruction

    Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Students and parents will attend Attendance and A/AB honor roll breakfast each six weeks.	**Formative**			**Summative**
Intended Audience: Parents, students, and staff.	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: FES				
Date(s) / Timeframe: Each six weeks				
Delivery Method: In Person				
Funding Sources: - Title I (211) - 211-61-6499-04L-152-30-510-000000-24F10 - $2,000				

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue	

Strategy 3: Campus will host a math, literacy, and science night.

Strategy's Expected Result/Impact: Families will have oportunities to engage in academic and social emotional content to support the home school connection.

Staff Responsible for Monitoring: FES, Campus Administrators.

Title I:
4.1, 4.2

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Campus will host 3 academics nights for the 23-24 school year.	**Formative**			**Summative**
Intended Audience: Families, students, and staff.	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: FES, Campus Administrators				
Date(s) / Timeframe: quarterly				
Collaborating Departments: Musuem of Science and History				
Delivery Method: In- Person				
Funding Sources: - Parent Engagement - 211-61-6299-04L-152-30-510-000000-24F10 - $2,664				

0% No Progress	100% Accomplished	➡️ Continue/Modify	❌ Discontinue	

School Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Attendance rates have fallan below the 95% ADA treshold since the 2018-2019 school year.   **Root Cause**: Although we follow the SART process for monitoring student attendance, we need to refine our campus system of monitoring and contacting families when students are absent.

Student Learning
Problem Statement 1: Based on MOY MAP data, less than 10% of 3rd-5th grade students are on target to score meets or higher on STAAR.   **Root Cause**: Student skill gaps are not being addressed in Tier 1 instruction nor during interventions.

School Processes & Programs
Problem Statement 1: Students are not meeting grade level expectations.   **Root Cause**: Although systems and practices have been defined and outlined, routine implementation is lacking.

Perceptions
Problem Statement 1: Parents and Teacher interactions are limited and often occur in a space of behavior concerns.   **Root Cause**: Although many events have been planned and executed, our campus does not have a family engagement specialist to bridge the gap.

Title I Personnel

Name	Position	Program	FTE
Sandra Balderas	Title 1 Teacher	Title 1	1
Valeria Jaure	Title 1 Assistant	Title 1	

Campus Administrator

Committee Role	Name	Position
Administrator	Nanedra Golding	Principal
Administrator	Kadoria Burgess	Assistant Principal

Emergency Operations Lockdown Committee

Committee Role	Name	Position
Administrator	Kadoria Burgess	Campus Safey Lead/Logistics Section Chief
Administrator	Nanedra Golding	Operations Sectional Chief
Nurse	Kendel Pierce	Nurse
Classroom Teacher	Lisa Wheeler	P.E. Coach/CPR
Professional Non-Teaching Staff	Keiondra Anderson	Finance Section Chief/Recorder
Title I Teacher/Testing Coordinator	Sandra Balderas	Planning Section Chief
Professional Non-Teaching Staff	Berkley Hand	Navigator/Trauma Response Team
Professional Non-Teaching Staff	Tyanna Smith	Counselor/Trauma Response Team
Professional Non-Teaching Staff	Krista Franklin	Instructional Coach/Student Care & Shelter

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Nanedra Golding	Principal/Committee Lead
Administrator	Kadoria Burgess	Assistant Principal/Representative
Classroom Teacher	Sandra Balderas	Title I Teacher/Representative
Classroom Teacher	Lisa Wheeler	P.E. Coach/Representative
Professional Non-Teaching Staff	Tyanna Smith	Counselor/Representative
Classroom Teacher	Edith Villalpando-Vazquez	Teacher/Representative
Business Representative	Mary Panzu	Business Representative
Professional Non-Teaching Staff	Berkley Hand	Navigator/Representative
Classroom Teacher	Grace Oglesby	Teacher/Representative
Community Representative	Andrew Morris	Program Manager

Campus Funding Summary

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<td>District Goal</td>
<td>School Performance Objective</td>
<td>Strategy</td>
<td>Action Step</td>
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<td>Description</td>
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Parent Engagement

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	3	1		Family Science Night	211-61-6299-04L-152-30-510-000000-24F10	$2,664.00
						Sub-Total	$2,664.00
						Budgeted Fund Source Amount	$2,664.00
						+/- Difference	$0.00

BEA (199 PIC 25)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	1	Ancillary materials to support emergent bilingual students.	Reading materials - instruction	199-11-6329-001-152-25-313-000000	$952.00
						Sub-Total	$952.00
						Budgeted Fund Source Amount	$952.00
						+/- Difference	$0.00

Gifted & Talented (199 PIC 21)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	2	1		GENERAL SUPPLIES		$158.00
						Sub-Total	$158.00
						Budgeted Fund Source Amount	$158.00
						+/- Difference	$0.00

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	2	1		GENERAL SUPPLIES		$1,200.00
4	1	2	2		GENERAL SUPPLIES		$1,668.00
						Sub-Total	$2,868.00
						Budgeted Fund Source Amount	$2,868.00
						+/- Difference	$0.00

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Grand Total Budgeted	$143,313.53
						Grand Total Spent	$143,313.53
						+/- Difference	$0.00