

Fort Worth Independent School District
152 Oaklawn Elementary School
2024-2025 Campus Improvement Plan

Accountability Rating: C



Mission Statement

We will help students develop a growth mindset, so that they are able to learn at their maximum potential and perform at high cognitive levels.

Vision

IGNITING IN EVERY CHILD A PASSION FOR LEARNING!

Value Statement

Oaklawn's 3 Core Values

1. Instructional Excellence/Excelencia Educativa
2. A Positive School Experience/Una Experiencia Escolar Positiva
3. Effective Campus Operations/Operaciones Efectivas del Campus

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Comprehensive Needs Assessment

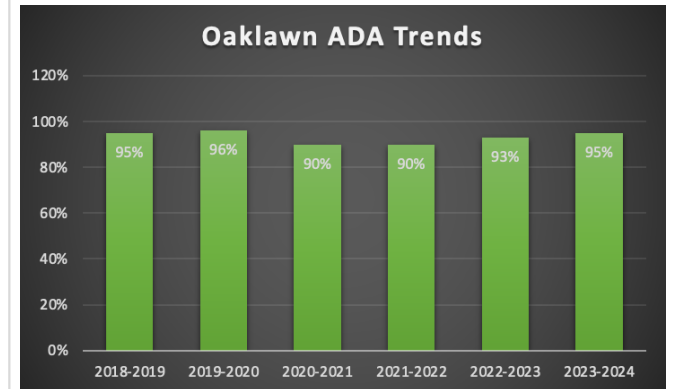
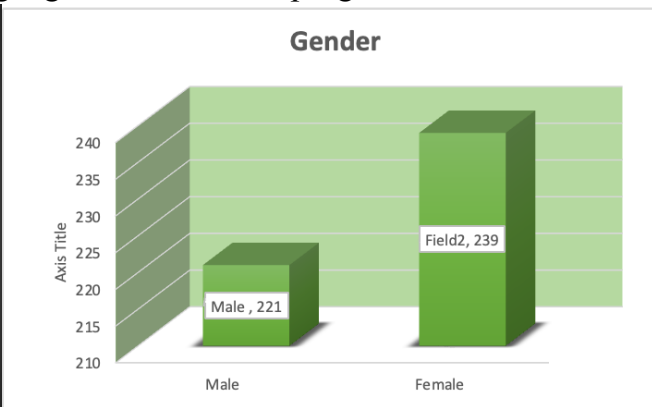
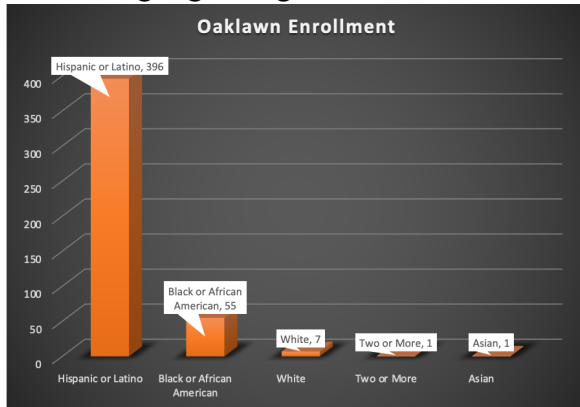
Revised/Approved: May 29, 2024

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 has an enrollment of 460 students in grades PK to 5th.

The school population is 86% Hispanic, 12% African American, and 2% 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.



School Profile

Grade	GE Sec.	GE Sec.	DL Sec.	DL Sec.	Total	AA	EB	SI	AU	ID	SLD/OHI	TIER 3 BOC	FTE's
Pre-K	13		18	19	50	5	47	2				0	1 (GE) 2 (DL)
KG	25		18	16	59	6	33	0				1	1 (GE) 2 (DL)
1st Grade	24		18	16	58	9	33	1 (GE) 2 (DL)	1 (GE)		1 (GE) 1 (DL)	1 (GE) 1 (DL)	1 (GE) 2 (DL)
2nd Grade	29		19	20	68	8	39	2 (GE) 2 (DL)	0	2 (GE)	1 (DL)	4 (GE) 4 (DL)	1 (LTS-GE) 2 (DL)
3rd Grade	26		19	16	61	9	35	1	2 (DL)		2 (DL)		1 (GE) 2 (DL)
4th Grade	15	15	17	19	66	7	36	5 (GE)	5 (GE)	1 (GE)	5 (GE)		2 (GE) 2 (DL)
5th Grade	22		21	20	63	10	41	0	0		8		2 (GE) 2 (DL-LTS)
Total Enrollment	460					51	264						

- EB- 293 = 64%
- SpEd - 40 = 9%

Attendance ADA Trends

2018-2019 - 95%

2019 - 2020 - 95.9%

2020 - 2021- 90.4%

2021-2022 - 90.1%

2022 - 2023 - 92.6%

2023-2024 - 95%

Demographics Strengths

- Attendance rates have increased to the highest since percentage since 2018-2019.
- Student attendance has increased due to campus wide interventions including, warm calls, home visits, and attendance restoration.
- Student support services on campus have increased the number of students who remain in class daily. This team primarily consists of the counselor, navigator, and the assistant principal.
- Nurse Clinic - Good Site Health- allows students to be treated and assessed on campus.
- Weekly House Meetings
- Campus motor lab.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The percentage of students meeting projected is significantly lower in GE classrooms than in Dual Language classrooms. **Root Cause:** General education class have larger classes than the dual language classrooms. Increased Behavioral Issues: Overcrowded classrooms have led to disruptions and behavioral issues as teachers struggle to manage a large number of students effectively. This overcrowding has led to increased student emotional disruptions that interrupts student learning.

Problem Statement 2: 85% of white students met the ADA for the 23-24 school year. **Root Cause:** Low level of awareness among parents and student about the impact of low student attendance on student achievement at every grade level.

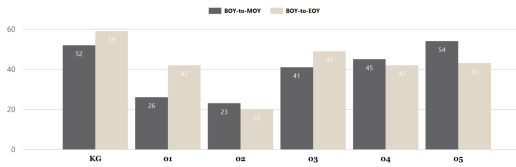
Student Learning

Student Learning Summary

State of the Campus: MAP Growth: BOY- ENG 23-24 to EOY 23-24

MAP Growth - Reading English
End of Year 2023-24
152 - Oaklawn ES

Percent Met BOY-to-EOY Projected Growth by Grade Level



Grade Level	BOY-to-MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
KG	21	52	23	59
01	19	26	19	42
02	21	23	21	21
03	41	41	48	48
04	45	45	42	42
05	54	54	41	41
All	223	40	275	40

Strengths

- 59% of KG students met projected growth.
- 49% of 3rd grade students met projected growth.
- 43% of 5th grade students met projected growth.

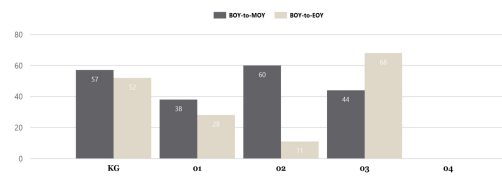
Opportunities

- 20% of 2nd grade students met projected growth.
- 40% of all students met projected growth.

State of the Campus: Spanish Reading MAP Growth: Percentage Met Growth

MAP Growth - Reading Spanish
End of Year 2023-24
152 - Oaklawn ES

Percent Met BOY-to-EOY Projected Growth by Grade Level



Grade Level	BOY-to-MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
KG	28	57	29	52
01	32	38	32	28
02	20	60	19	11
03	34	44	34	68
04	0	0	0	0
All	114	48	114	43

Strengths

- 68% of 3rd grade students met projected growth in Spanish Reading.
- 52% of KG met projected growth in Spanish Reading.

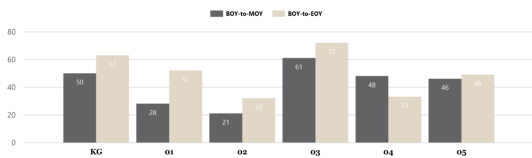
Opportunities

- 43% of all students met projected growth in Spanish Reading.
- 11% of 2nd grade students met projected growth in Spanish Reading.

State of the Campus: Math MAP Growth: Percentage Met Growth BOY-EOY

MAP Growth - Math
End of Year 2023-24
152 - Oaklawn ES

Percent Met BOY-to-MOY Projected Growth by Grade Level



Grade Level	BOY-to-MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
KG	50	50	51	61
01	33	28	51	51
02	32	21	63	33
03	56	61	57	72
04	46	46	46	33
05	47	46	47	49
All	339	42	340	49

Strengths

- 72% of 3rd grade met their projected growth.
- 63% of KG met their projected growth.
- 52% of 1st grade met their projected growth.

Opportunities

- The campus average was 49%-below the target of 50% by MOY while striving for 85% by EOY.
- 2nd grade had the least amount of growth of 32%.
- 4th grade had the second least amount of growth of 33%.

Student Learning Strengths

Reading Spanish

- **68% of 3rd Grade EB students met projected growth.**
- **52% of EB KG met projected growth.**
- **43% of all EB students met projected growth.**

Reading- English

- **59% of KG met their projected growth.**
- **49% of 3rd grade met projected growth.**
- **43% of 5th grade met projected growth.**

Math

- **72% of 3rd grade met their projected growth.**
- **63% of KG met their projected growth.**
- **52% of 1st grade met their projected growth.**

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 38% of 1st grade met projected growth in Spanish Reading on MOY MAP Reading growth. **Root Cause:** Lack of Consistency: Frequent changes in classroom instructors due to substitute teachers has disrupted the continuity of instruction. Students have not received consistent teaching methods, feedback, or support necessary for achieving academic growth. Additionally, substitutes have a limited familiarity with the curriculum, leading to gaps in coverage or missed opportunities.

Problem Statement 2 (Prioritized): 26% of 1st grade met projected growth and 23% of 2nd grade students met projected growth in Reading on NWEA MAP MOY. **Root Cause:** Lack of Consistency: Frequent changes in classroom instructors due to substitute teachers has disrupted the continuity of instruction. Students have not received consistent teaching methods, feedback, or support necessary for achieving academic growth.

Problem Statement 3 (Prioritized): 21% of 2nd grade students met projected growth in Math on MOY NWEA MAP Growth. **Root Cause:** Several class changes have disrupted the continuity of instruction coupled with an overcrowded general ed. classroom. The GE class has 29 students.

Problem Statement 4 (Prioritized): The expectation for the use of the R.A.C.E. for Tier 1 instruction in literacy and digital and small group interventions for Tier2 and Tier 3 instruction showed limited growth in all content areas. **Root Cause:** Mini lessons were not always short robust and explicit within the instructional model. Tier instructional practices for small groups and interventions lacked intentionality for closing student learning gaps. Concept planning and practicing instructional delivery of mini lessons, small groups, and interventions were not consistently aligned with the student needs and setting high expectations

Problem Statement 5 (Prioritized): A low percentage of GT students engaging in authentic project based student selected learning experiences out of GT pull-out. **Root Cause:** Teachers lack of knowledge in project based learning and enrichments opportunities limit their ability to extend the learning for our GT students.

School Processes & Programs

School Processes & Programs Summary

Clayton Yes After School Program

Weekly PLCs that focus DDI and Lesson Planning

Saturday Learning Quest

Saturday Camps for acceleration

Implementation 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.

Planning opportunities with CIC and Content Departements

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:** Lack of Foundational Skills: Students are lacking foundational skills in reading, writing, and math. This is due to inconsistent instruction and learning deficits that have not been adequately addressed.

Problem Statement 2 (Prioritized): Emergent Bilingual students are not meeting annual expectations on TELPAS. **Root Cause:** Inadequate Instructional Strategies: Ineffective instructional strategies that do not cater to diverse learning needs of emergent bilinguals. EB students are not provided with scaffolds that increase students' English proficiency.

Problem Statement 3 (Prioritized): A high percentage of teacher reported limited classroom options that allow instruction to continue when students exhibit disruptive behavior. **Root Cause:** Campus staff lack knowledge and training in possible classroom behavior interventions.

Problem Statement 4 (Prioritized): There is a campus trend that not all classrooms follow campus expectations for student behavior and how staff need to continue utilizing PBIS strategies for providing a positive environment for students to build a foundation of student ownership. **Root Cause:** Respect Agreements were created, but not always referred to when opportunities arose. The why of student behavior was not a focus and the behavior itself was focused on. Building detailed plans of action through classroom through Branching Minds were very limited and were not created and implemented with fidelity.

Problem Statement 5 (Prioritized): Parents reported a low level of two-way communication between staff and families. **Root Cause:** There has not been a tracking system to ensure that teachers are consistently communicating with parents on student academic performance and behavior.

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 strategies
- peer conflict resolution

Perceptions Strengths

Monthly coffee and conversations with parents.

Family Events throughout the year.

Parent educational classes.

Culminating events.

Fundraisers

Student Academic Nights

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, parent teacher interactions are limited and are often reactive rather than proactive interactions.

Priority Problem Statements

Problem Statement 1: 38% of 1st grade met projected growth in Spanish Reading on MOY MAP Reading growth.

Root Cause 1: Lack of Consistency: Frequent changes in classroom instructors due to substitute teachers has disrupted the continuity of instruction. Students have not received consistent teaching methods, feedback, or support necessary for achieving academic growth. Additionally, substitutes have a limited familiarity with the curriculum, leading to gaps in coverage or missed opportunities.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 21% of 2nd grade students met projected growth in Math on MOY NWEA MAP Growth.

Root Cause 2: Several class changes have disrupted the continuity of instruction coupled with an overcrowded general ed. classroom. The GE class has 29 students.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 26% of 1st grade met projected growth and 23% of 2nd grade students met projected growth in Reading on NWEA MAP MOY.

Root Cause 3: Lack of Consistency: Frequent changes in classroom instructors due to substitute teachers has disrupted the continuity of instruction. Students have not received consistent teaching methods, feedback, or support necessary for achieving academic growth.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Students are not meeting grade level expectations.

Root Cause 4: Lack of Foundational Skills: Students are lacking foundational skills in reading, writing, and math. This is due to inconsistent instruction and learning deficits that have not been adequately addressed.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Emergent Bilingual students are not meeting annual expectations on TELPAS.

Root Cause 5: Inadequate Instructional Strategies: Ineffective instructional strategies that do not cater to diverse learning needs of emergent bilinguals. EB students are not provided with scaffolds that increase students' English proficiency.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: The expectation for the use of the R.A.C.E. for Tier 1 instruction in literacy and digital and small group interventions for Tier 2 and Tier 3 instruction showed limited growth in all content areas.

Root Cause 6: Mini lessons were not always short robust and explicit within the instructional model. Tier instructional practices for small groups and interventions lacked intentionality for closing student learning gaps. Concept planning and practicing instructional delivery of mini lessons, small groups, and interventions were not consistently aligned with the student needs and setting high expectations

Problem Statement 6 Areas: Student Learning

Problem Statement 7: A low percentage of GT students engaging in authentic project based student selected learning experiences out of GT pull-out.

Root Cause 7: Teachers lack of knowledge in project based learning and enrichments opportunities limit their ability to extend the learning for our GT students.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: The percentage of students meeting projected is significantly lower in GE classrooms than in Dual Language classrooms.

Root Cause 8: General education class have larger classes than the dual language classrooms. Increased Behavioral Issues: Overcrowded classrooms have lead to disruptions and behavioral issues as teachers struggle to manage a large number of students effectively. This overcrowding has led to increased student emotional disruptions that interrupts student learning.

Problem Statement 8 Areas: Demographics

Problem Statement 9: A high percentage of teacher reported limited classroom options that allow instruction to continue when students exhibit disruptive behavior.

Root Cause 9: Campus staff lack knowledge and training in possible classroom behavior interventions.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a campus trend that not all classrooms follow campus expectations for student behavior and how staff need to continue utilizing PBIS strategies for providing a positive environment for students to build a foundation of student ownership.

Root Cause 10: Respect Agreements were created, but not always referred to when opportunities arose. The why of student behavior was not a focus and the behavior itself was focused on. Building detailed plans of action through classroom through Branching Minds were very limited and were not created and implemented with fidelity.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Parents reported a low level of two-way communication between staff and families.

Root Cause 11: There has not been a tracking system to ensure that teachers are consistently communicating with parents on student academic performance and behavior.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Parents and Teacher interactions are limited and often occur in a space of behavior concerns.

Root Cause 12: Although many events have been planned and executed, parent teacher interactions are limited and are often reactive rather than proactive interactions.

Problem Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Revised/Approved: July 2, 2024

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 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 85% to 95% by May 2025.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 93% to 96% by May 2025.

Increase the percentage of Economically Disadvantaged students who score on track on Circle letter Names on our campus from 58% to 70% by May 2025.

Evaluation Data Sources: CLI Engage (Circle)

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. Weekly Data Meeting.

- Strategy's Expected Result/Impact:**
1. 100% of lesson planning, observations, and instructional strategies will be tracked for effectiveness.
 2. 95% 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: Principal, CIC, Assistant Principal, Grade Level Chair.





Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Lessons will intentionally address student expectations, elps, and struggling students. Intended Audience: Teachers and Instructional Leadership Team Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: ongoing Collaborating Departments: Literacy, Math, and Science Departments Delivery Method: In-Person	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Teachers will utilize a common format for writing and submitting lesson plans. Intended Audience: Teachers Provider / Presenter / Person Responsible: Provider: Teacher Planbook Person Responsible for utiliing: Teachers Person Responsible for Monitoring: Principal, AP, CIC Date(s) / Timeframe: Weekly Lesson Plan Submission by end of day on Thursdays. Collaborating Departments: PLI Delivery Method: Online Funding Sources: Planbook App - BASIC (199 PIC 11) - 199-11-6395-XXX-152-11-313-000000- - \$420	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Campus ILT and Teachers will partner with Eureka Math Coaches for professional learning and coaching cycles. Intended Audience: Classroom Teachers Provider / Presenter / Person Responsible: Eureka Math Coaches Date(s) / Timeframe: On going Collaborating Departments: Math Department Delivery Method: In- Person Funding Sources: Coaching - TITLE I (211) - 211-11-6299-04E-152-30-510-000000-25F10 - \$8,000	Formative		Summative	
	Nov	Jan	Mar	June
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Strategy 2: Create a new teacher professional development cohort to support new teachers as they nagavigate years 1 of 2 of teaching.





Strategy's Expected Result/Impact: Teachers will remain at the campus and continue to grow and impact student outcomes positively.

Staff Responsible for Monitoring: ILT

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Student Learning 2, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: New Teacher Academy</p> <p>Intended Audience: New Hires in year 1 and 2 of teaching.</p> <p>Provider / Presenter / Person Responsible: ILT</p> <p>Date(s) / Timeframe: Monthly</p> <p>Collaborating Departments: Learning and Leading</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: - TITLE I (211) - 211-13-6116-0PD-152-30-510-000000-25F10 - \$2,500, - GT (199 PIC 21) - \$750</p>	Formative		Summative	
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: 26% of 1st grade met projected growth and 23% of 2nd grade students met projected growth in Reading on NWEA MAP MOY. Root Cause: Lack of Consistency: Frequent changes in classroom instructors due to substitute teachers has disrupted the continuity of instruction. Students have not received consistent teaching methods, feedback, or support necessary for achieving academic growth.</p>
<p>Problem Statement 3: 21% of 2nd grade students met projected growth in Math on MOY NWEA MAP Growth. Root Cause: Several class changes have disrupted the continuity of instruction coupled with an overcrowded general ed. classroom. The GE class has 29 students.</p>
School Processes & Programs
<p>Problem Statement 1: Students are not meeting grade level expectations. Root Cause: Lack of Foundational Skills: Students are lacking foundational skills in reading, writing, and math. This is due to inconsistent instruction and learning deficits that have not been adequately addressed.</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 2025.

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 46% to 60% by May 2025 on Phonological Awareness.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 56% to 70% by May 2025.

Increase the percentage of GE student group from 46% to 60% by May 2025.

Evaluation Data Sources: MAP Fluency

iReady

Strategy 1: Eliminate the Learning Gap and Increase the Amount of Quality Learning Time: The campus will provide 30 minutes of targeted instruction each day that includes: Teachers will use data to determine what skills students need to be taught or retaught in an effort to recoup for the loss of direct instruction during the spring semester. This will occur during 30 minutes of W.I.N. time each day.

Strategy's Expected Result/Impact: Meet or exceed the targets on MAP Fluency and MAP Growth.

Staff Responsible for Monitoring: Teachers

CIC

Assistant Principal

Principal

Title I:





2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 1 - School Processes & Programs 2

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide explicit small group instruction that focus on language skills to ensure all students, specifically our EB students, meet their language goals.</p> <p>Intended Audience: Emergent Bilingual Students</p> <p>Provider / Presenter / Person Responsible: Teachers CIC AP Principal</p> <p>Date(s) / Timeframe: ongoing</p> <p>Delivery Method: small group 4X a week for 30 minutes.</p> <p>Funding Sources: Small Group Supplies - BEA (199 PIC 25) - 199-11-6399-001-152-25-313-000000 - \$1,540</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide challenging learning experiences using differentiated instruction and incorporating pacing, depth and complexity to enable gifted and talented students to demonstrate self-directed learning, thinking, research, and communication.</p> <p>Intended Audience: GT students</p> <p>Provider / Presenter / Person Responsible: GT teachers Librarian</p> <p>Date(s) / Timeframe: ongoing</p> <p>Collaborating Departments: GT</p> <p>Delivery Method: in-person</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: All teachers servicing GT students will be GT certified.</p> <p>Intended Audience: GT teachers</p> <p>Provider / Presenter / Person Responsible: Principal</p> <p>Collaborating Departments: Teaching and Learning Department</p>	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 4 Details	Reviews			
Action Step 4: Teachers will embed emergent bilingual instructional accommodations and strategies into Tier 1 lessons based on students English language proficiency levels. Intended Audience: EB students Provider / Presenter / Person Responsible: Teachers CIC Date(s) / Timeframe: Daily Collaborating Departments: EB Department Delivery Method: In- Person Whole and Small Group	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 5 Details	Reviews			
Action Step 5: Classrooms will have supplies to ensure explicit Tier Instruction occurs daily. Intended Audience: Teachers Date(s) / Timeframe: Ongoing Delivery Method: In-Person Funding Sources: Classroom Supplies - TITLE I (211) - 211-11-6399-04E-152-30-510-000000-25F10 - \$3,000	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Strategy 2: Well-Rounded Education : The campus will provide the following enrichment programs, courses, and/or activities in order to provide all students with a well-rounded education: Students will be given the opportunity to participate in a variety of before and/or after school clubs. Students will also have an opportunity to participate in the following:





1. House Council
2. Student Leadership Opportunities
3. Fine Arts Showcase
4. District Math Bee
5. Choir Programs
6. District Spelling Bee

Strategy's Expected Result/Impact: Increase student accelerated learning.

Staff Responsible for Monitoring: Counselor
Librarian
CIC
Assistant Principal

TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 5

Action Step 1 Details	Reviews			
<p>Action Step 1: During library rotations students will participate in a variety of STEAM activities.</p> <p>Intended Audience: Increased percentage of students achieving Masters on STAAR.</p> <p>Provider / Presenter / Person Responsible: Teachers Librarian GT</p> <p>Date(s) / Timeframe: ongoing</p> <p>Collaborating Departments: GT Department</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: STEM supplies - GT (199 PIC 21) - \$2,271</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Provide challenging learning experiences using differentiated instruction and incorporating pacing, depth and complexity to enable gifted and talented students to demonstrate self-directed learning, thinking, research, and communication.</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: 38% of 1st grade met projected growth in Spanish Reading on MOY MAP Reading growth. Root Cause: Lack of Consistency: Frequent changes in classroom instructors due to substitute teachers has disrupted the continuity of instruction. Students have not received consistent teaching methods, feedback, or support necessary for achieving academic growth. Additionally, substitutes have a limited familiarity with the curriculum, leading to gaps in coverage or missed opportunities.</p>
<p>Problem Statement 5: A low percentage of GT students engaging in authentic project based student selected learning experiences out of GT pull-out. Root Cause: Teachers lack of knowledge in project based learning and enrichments opportunities limit their ability to extend the learning for our GT students.</p>
School Processes & Programs
<p>Problem Statement 2: Emergent Bilingual students are not meeting annual expectations on TELPAS. Root Cause: Inadequate Instructional Strategies: Ineffective instructional strategies that do not cater to diverse learning needs of emergent bilinguals. EB students are not provided with scaffolds that increase students' English proficiency.</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 2025.

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 36% to 56% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 40% to 60% by May 2025.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus from 19% to 35% by May 2025.

Strategy 1: Teachers will implement a blended learning model during their math and literacy block using station rotations that include teacher small group differentiated instruction, digital resource (Dreambox/Lexia Core5), and independent practice.

Strategy's Expected Result/Impact: Teachers will address students individual needs during small group instruction and provide accelerated instruction for students in need of it.

Staff Responsible for Monitoring: ILT

TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Provide extended professional development opportunities grounded in best practices for literacy and math instruction (Get Your Teach On/Get Your Lead On) Intended Audience: Teachers and leadership team Provider / Presenter / Person Responsible: Instructional Coaches; content coaches Date(s) / Timeframe: 1x/6week period Collaborating Departments: Literacy, Math, Region XI, Teaching and Learning Delivery Method: In-Person Funding Sources: - TITLE I (211) - 211-13-6299-04E-152-30-510-000000-25F10 - \$5,500	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: PL - Lesson planning including formative assessments, differentiated/scaffolded supports Intended Audience: Teachers and leadership team Provider / Presenter / Person Responsible: Instructional Coaches; content coaches Date(s) / Timeframe: weekly Collaborating Departments: Literacy, Math (Teaching and Learning), and Region XI Delivery Method: In-Person Funding Sources: - TITLE I (211) - 211-13-6116-0PD-152-30-510-000000-25F10 - \$5,500	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Develop systems for monitoring and providing feedback on instruction grounded in Tier 1 practices Intended Audience: Teachers and leadership team Provider / Presenter / Person Responsible: Instructional Coaches; content coaches Date(s) / Timeframe: 8/05/24-5/30/25 Collaborating Departments: campus based Delivery Method: in-person	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Strategy 2: Teachers and staff will attend Weekly Data meetings (WDM) to analyze assessment data and student work utilizing an established protocol for data driven instruction.

Strategy's Expected Result/Impact: Teachers and staff will strengthen their Tier 1 instruction thus impacting student overall growth.

Staff Responsible for Monitoring: Instructional Leadership Team

TEA Priorities:





Improve low-performing schools

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1 - School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
<p>Action Step 1: W.I.N. time will be literacy focused with a common literacy intervention resource.</p> <p>1. For GE it will be Lexia Core 5 (Slide Decks and Skill Builders)</p> <p>2. Foundational EBs whose home language is Spanish, will utilize Lunita and Estrellita.</p> <p>Intended Audience: All students</p> <p>Provider / Presenter / Person Responsible: Teachers CIC AP Principal</p> <p>Date(s) / Timeframe: 4X a week.</p> <p>Collaborating Departments: Literacy Lexia Coaches</p> <p>Delivery Method: Small Group</p>	Formative		Summative	
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: 38% of 1st grade met projected growth in Spanish Reading on MOY MAP Reading growth. Root Cause: Lack of Consistency: Frequent changes in classroom instructors due to substitute teachers has disrupted the continuity of instruction. Students have not received consistent teaching methods, feedback, or support necessary for achieving academic growth. Additionally, substitutes have a limited familiarity with the curriculum, leading to gaps in coverage or missed opportunities.</p>
School Processes & Programs
<p>Problem Statement 1: Students are not meeting grade level expectations. Root Cause: Lack of Foundational Skills: Students are lacking foundational skills in reading, writing, and math. This is due to inconsistent instruction and learning deficits that have not been adequately addressed.</p>
<p>Problem Statement 2: Emergent Bilingual students are not meeting annual expectations on TELPAS. Root Cause: Inadequate Instructional Strategies: Ineffective instructional strategies that do not cater to diverse learning needs of emergent bilinguals. EB students are not provided with scaffolds that increase students' English proficiency.</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 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 82% to 92% by May 2025.

Increase the percentage of GE students from 73% to 83% by May 2025.

Evaluation Data Sources: CLI Engage
Creative Curriculum Gold System

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: 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
Instructional Coach

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Demographics 1 - School Processes & Programs 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Grade Level teams will be meet weekly to idenitfy student groups for targeted math and literacy instruction.</p> <p>1. Teachers will leave with students groups and high leveraged TEKS. 2. An intervention plan will be developed or updated with specific resources and lessons.</p> <p>Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal AP CIC Date(s) / Timeframe: Weekly/Bi-Weekly Collaborating Departments: Literacy Department Math Delivery Method: In-Person</p> <p>Funding Sources: Region 11 Consultation - BASIC (199 PIC 11) - 199-11-6291-XXX-152-11-313-000000- - \$2,481</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 1: The percentage of students meeting projected is significantly lower in GE classrooms than in Dual Language classrooms. Root Cause: General education class have larger classes than the dual language classrooms. Increased Behavioral Issues: Overcrowded classrooms have lead to disruptions and behavioral issues as teachers struggle to manage a large number of students effectively. This overcrowding has led to increased student emotional disruptions that interrupts student learning.</p>
School Processes & Programs
<p>Problem Statement 3: A high percentage of teacher reported limited classroom options that allow instruction to continue when students exhibit disruptive behavior. Root Cause: Campus staff lack knowledge and training in possible classroom behavior interventions.</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 2025.

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 33% to 53% by May 2025.

Evaluation Data Sources: TX-KEA Math

Strategy 1: Teachers will strengthen the ELAR instructional core through the use of a variety of instructional strategies that will include Close Reading, Comprehension at the Core, Vocabulary development, Phonics Instruction, and Phonemic Awareness to enhance reading and writing instruction for all students.

Strategy's Expected Result/Impact: Improve academic performance in reading for all students.

Staff Responsible for Monitoring: Principal





Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: PK teachers during the last 12 weeks of school will start preparing embedding KG standards that will be addressed during the fall wave of TX-KEA.</p> <p>Intended Audience: PK teachers</p> <p>Provider / Presenter / Person Responsible: Principal AP CIC</p> <p>Date(s) / Timeframe: February 2025</p> <p>Collaborating Departments: Early Learning Dept.</p> <p>Delivery Method: In-person (small group)</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The percentage of students meeting projected is significantly lower in GE classrooms than in Dual Language classrooms. **Root Cause:** General education class have larger classes than the dual language classrooms. **Increased Behavioral Issues:** Overcrowded classrooms have lead to disruptions and behavioral issues as teachers struggle to manage a large number of students effectively. This overcrowding has led to increased student emotional disruptions that interrupts student learning.

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 2025.

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 49% to 60% by May 2025.

Increase the percentage of African American students from 43% to 60% by May 2025.

Evaluation Data Sources: NWEA MAP Math

Strategy 1: Math: Teachers will implement small group instruction, purposeful talk, higher level questioning, critical writing and vocabulary strategies along with planning rigorous lessons that are aligned with the TEKS utilizing Lead4ward resources. Teachers will also focus on math fluency daily.

Strategy's Expected Result/Impact: Increased proficiency on TX-KEA and MAP Growth.

Staff Responsible for Monitoring: All Teachers

CIC

AP

Principal





Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 3 - School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will receive DreamBox professional development to increase student performance on TEKS. Intended Audience: Teachers Provider / Presenter / Person Responsible: DreamBox- Lisa Sturgess Date(s) / Timeframe: August 06, 2024. Collaborating Departments: Math Department Delivery Method: In-Person	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Based on iReady and MAP data, teachers will progress monitor student understanding of math concepts, provide differentiated instruction in

flexible groups, implement independent-work stations, and practice individualized math concepts. Additional math strategies will include Building Number Sense, Math Talk, and a grade-level problem-solving approach to help students understand and interact with learning targets and tasks.





Strategy's Expected Result/Impact: Improve academic performance in math for all students.

Staff Responsible for Monitoring: Principal
 Assistant Principals
 Campus Instructional Coach
 Teachers

Title I:
 2.4, 2.5, 2.6

- TEA Priorities:
 Build a foundation of reading and math

Problem Statements: Student Learning 3 - School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Increase the math block minutes to allow time for interventions. Provide supplemental instruction/support and timely interventions for students.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Math Teachers</p> <p>Date(s) / Timeframe: Daily</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: Small group</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 3: 21% of 2nd grade students met projected growth in Math on MOY NWEA MAP Growth. Root Cause: Several class changes have disrupted the continuity of instruction coupled with an overcrowded general ed. classroom. The GE class has 29 students.</p>
School Processes & Programs
<p>Problem Statement 1: Students are not meeting grade level expectations. Root Cause: Lack of Foundational Skills: Students are lacking foundational skills in reading, writing, and math. This is due to inconsistent instruction and learning deficits that have not been adequately addressed.</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 29% to 45% by May 2025. 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 27% to 40% by May 2025.

Evaluation Data Sources: STAAR, MAP Growth, MAP Fluency, iReady

Strategy 1: Teachers will provide enrichment opportunities and differentiated instruction to maximize learning for all students regardless of learning levels to address the needs of individual learners to include SpEd, GT, EB and At-Risk identified students in math, reading, language arts, and social students. Differentiation will include following documented accommodations for instruction and assessments for students identified under SpEd, Section 504, and LPAC.

Strategy's Expected Result/Impact: Increased student achievement as measured by Curriculum unit assessments; MAP, STAAR, CIRCLE, TELPAS data.

Staff Responsible for Monitoring: Principal
Assistant Principal
CIC
All Teachers

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Student Learning 4

Action Step 1 Details	Reviews			
<p>Action Step 1: Provide supplemental instruction/support and timely interventions for students who are economically disadvantaged and/or at-risk of dropping out of school.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers Librarian Assistant Principal Campus Instructional Coach Principal</p> <p>Date(s) / Timeframe: On-Going</p> <p>Delivery Method: In- Person (Online and Small Group)</p> <p>Funding Sources: Intevention Tools - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-152-99-313-000000- - \$7,044, - UNDISTRIBUTED (199 PIC 99) - 199-12-6299-XXX-152-99-313-000000- - \$1,500</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Students will utilize resource binders with language supports for EB students.</p> <p>Intended Audience: EB students.</p> <p>Date(s) / Timeframe: ongoing</p> <p>Delivery Method: in-person</p> <p>Funding Sources: - BEA (199 PIC 25) - 199-11-6399-001-152-25-313-000000 - \$500</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 4: The expectation for the use of the R.A.C.E. for Tier 1 instruction in literacy and digital and small group interventions for Tier2 and Tier 3 instruction showed limited growth in all content areas. Root Cause: Mini lessons were not always short robust and explicit within the instructional model. Tier instructional practices for small groups and interventions lacked intentionality for closing student learning gaps. Concept planning and practicing instructional delivery of mini lessons, small groups, and interventions were not consistently aligned with the student needs and setting high expectations</p>

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 14% to 45% by May 2025.
Increase the percentage of African American students from 15% to 25% by May 2025.

Evaluation Data Sources: STAAR, MAP Growth, MAP Fluency, iReady

Strategy 1: During grade-level planning time and in PLCs, teachers will utilize the data analysis protocol process for WDM to make adjustments to instructional and intervention practices to improve and increase student proficiency on hard to learn standards (TEKS) in reading, math, and science.

Strategy's Expected Result/Impact: Increased student achievement as measured by Curriculum unit assessments and iReady quarterly diagnostics.

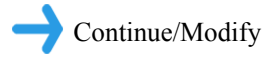
Staff Responsible for Monitoring: Principal
Assistant Principals
Campus Instructional Coach
All Teachers

Title I:
2.4, 2.5, 2.6

- **TEA Priorities:**
Build a foundation of reading and math

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: Teachers will plan and implement purposeful and engaging lessons during PLC and planning using a backwards design. Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal Assistant Principals Campus Instructional Coach All Teachers Date(s) / Timeframe: Weekly Delivery Method: In-Person Funding Sources: Eureka Trainers - TITLE I (211) - 211-13-6299-04E-152-30-510-000000-25F10 - \$20,000	Formative		Summative	
	Nov	Jan	Mar	June



Strategy 2: Teacher will provide students with enriching hands-on experience to apply divergent thinking strategies across curricular content.

Strategy's Expected Result/Impact: Increased student achievement as measured by Curriculum unit assessments; MAP, STAAR, CIRCLE, TELPAS data.





Staff Responsible for Monitoring: Principal
 Assistant Principals
 Campus Instructional Coach
 All Teachers

Title I:
 2.4, 2.5, 2.6

- TEA Priorities:
 Build a foundation of reading and math

Problem Statements: Student Learning 3, 5

Action Step 1 Details	Reviews			
Action Step 1: Each math classroom will have a class set of manipulatives specific to that grade level TEKS. Intended Audience: Teachers Students Provider / Presenter / Person Responsible: All teachers Principal Assistant Principal Campus Instructional Coach Date(s) / Timeframe: August Collaborating Departments: Math Department Delivery Method: In-Person Funding Sources: Math Manipulatives - TITLE I (211) - 211-11-6399-04E-152-30-510-000000-25F10 - \$9,000	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Provide supplemental instruction/support and timely interventions for Special Education students.</p> <p>Intended Audience: Teachers Students</p> <p>Provider / Presenter / Person Responsible: Diagnostician SpEd Teachers</p> <p>Date(s) / Timeframe: on going</p> <p>Collaborating Departments: SpEd</p> <p>Delivery Method: In-person</p> <p>Funding Sources: General Supplies - SPED (199 PIC 23) - \$2,927</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Teachers will provide students with additional academic supports during W.I.N. time. They will utilize digital blacklines and make copies.</p> <p>Provider / Presenter / Person Responsible: Xerox</p> <p>Date(s) / Timeframe: Ongoing</p> <p>Delivery Method: In-person</p> <p>Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-61-6299-XXX-152-99-313-000000- - \$1,556</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: 21% of 2nd grade students met projected growth in Math on MOY NWEA MAP Growth. Root Cause: Several class changes have disrupted the continuity of instruction coupled with an overcrowded general ed. classroom. The GE class has 29 students.</p>
<p>Problem Statement 5: A low percentage of GT students engaging in authentic project based student selected learning experiences out of GT pull-out. Root Cause: Teachers lack of knowledge in project based learning and enrichments opportunities limit their ability to extend the learning for our GT students.</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 have excessive absences (1 or more courses below 90% attendance) from 94.5% to 95.5 % by May 2025.

Increase the ADA number and percentage of white students from 85% to 90% by May 2025.

Strategy 1: Prioritize school attendance, through the enhancement of our attendance plan and provide incentives each grading cycle.

Strategy's Expected Result/Impact: Increase overall ADA to 95% while also increasing the ADA for white students to 90% ADA.





Staff Responsible for Monitoring: Attendance Committee

TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Problem Statements: School Processes & Programs 5

Action Step 1 Details	Reviews			
<p>Action Step 1: Implement an after-school learning academy for grades K-5 for targeted interventions and support students who still need to meet standards on curriculum, MAP, and STAAR assessments for reading and math. Tutoring will also include identified students with chronic absences for attendance restoration.</p> <p>Intended Audience: Students</p> <p>Provider / Presenter / Person Responsible: Teachers Counselor Attendance Clerk Assistant Principal Family Engagement Specialist</p> <p>Date(s) / Timeframe: Weekly</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: Tutoring and Attendance Restoration - TITLE I (211) - 211-11-6121-04E-152-30-510-000000-25F10 - \$3,500, Tutoring and Attendance Restoration - TITLE I (211) - 211-11-6116-04E-152-30-510-000000-25F10 - \$10,000, - UNDISTRIBUTED (199 PIC 99) - 199-36-6399-XXX-152-99-313-000000- - \$1,556</p>	Formative		Summative	
	Nov	Jan	Mar	June
	Review cells are empty			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 5: Parents reported a low level of two-way communication between staff and families. **Root Cause:** There has not been a tracking system to ensure that teachers are consistently communicating with parents on student academic performance and behavior.

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: By June of 2025 Oaklawn will increase parent and community involvement through increased communication modalities. and involvement opportunities.

Evaluation Data Sources: Principal Dashboard
FOCUS

Strategy 1: :By May 2025 teachers would have increased consistent communication regularly with parents regarding positive comments, grades, and concerns.; grade level teams will send weekly parent newsletters to inform of upcoming grade focus, content and tips for parents and the campus will send both a monthly events calendar and weekly parent newsletter.





Strategy's Expected Result/Impact: Increased parent satisfaction and involvement in grade level and campus events.

Staff Responsible for Monitoring: Administration, FES, team leaders, counselor.

Title I:
2.6, 4.1, 4.2

Problem Statements: School Processes & Programs 5

Action Step 1 Details	Reviews			
Action Step 1: Provide monthly parent meetings at the campus. Intended Audience: Families Provider / Presenter / Person Responsible: Administration, FES, and collaborating departments. Date(s) / Timeframe: Monthly Collaborating Departments: varying Delivery Method: In-Person Funding Sources: Refreshments - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-152-30-510-000000-25F10 - \$1,500, Materials - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-152-30-510-000000-25F10 - \$942	Formative		Summative	
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide a uniform dismissal process for all families with PikmyKid. Intended Audience: Families, teachers, and students. Provider / Presenter / Person Responsible: Pikmykid Date(s) / Timeframe: school year Delivery Method: Technology Funding Sources: - UNDISTRIBUTED (199 PIC 99) - 199-23-6319-XXX-152-99-313-000000- - \$3,900	Formative		Summative	
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 5: Parents reported a low level of two-way communication between staff and families. Root Cause: There has not been a tracking system to ensure that teachers are consistently communicating with parents on student academic performance and behavior.

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 out of school suspensions for African American students or the student group that is most marginalized on our campus from 2 to 1 by May 2025.

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, & Counselor

Problem Statements: School Processes & Programs 4





Action Step 1 Details	Reviews			
<p>Action Step 1: Each classroom and office space will be equipped with calming areas.</p> <p>Intended Audience: Teachers, Staff, & Counselor</p> <p>Provider / Presenter / Person Responsible: Campus Admin</p> <p>Date(s) / Timeframe: August 2024</p> <p>Collaborating Departments: MTSS</p> <p>Delivery Method: In-Person</p> <p>Funding Sources: Calming Area supplies - TITLE I (211) - 211-11-6399-04E-152-30-510-000000-25F10 - \$5,000</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: Ongoing behavioral data are shared monthly through the staff newsletter to raise awareness of behavioral hotspots and the plan of action to address those.</p> <p>Provider / Presenter / Person Responsible: Assistant Principal Counselor</p> <p>Date(s) / Timeframe: Quarterly</p> <p>Delivery Method: Newsletter</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 2: 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.

Staff Responsible for Monitoring: Teachers, Staff, Admin, Counselor

Problem Statements: School Processes & Programs 4

Action Step 1 Details	Reviews			
<p>Action Step 1: Staff will attend House PD at RCA in Atlanta, GA. Intended Audience: Teachers, Staff, Admin, & Counselor Provider / Presenter / Person Responsible: Ron Clark Academy Date(s) / Timeframe: September 2024, January 2025, March 2025 Delivery Method: In-Person</p> <p>Funding Sources: Travel - BASIC (199 PIC 11) - 199-11-6411-XXX-152-11-313-000000- - \$250, Travel - TITLE I (211) - 211-23-6411-04E-152-30-510-000000-25F10 - \$2,250, Travel - TITLE I (211) - 211-13-6411-04E-152-30-510-000000-25F10 - \$14,000, Travel - TITLE I (211) - 211-31-6411-04E-152-30-510-000000-25F10 - \$1,750</p>	Formative		Summative	
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>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. 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</p> <p>Funding Sources: Incentives - TITLE I (211) - 211-11-6499-04E-152-30-510-000000-25F10 - \$4,749.60</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Strategy 3: Teachers will participate in Response to Intervention (RtI) meetings to determine appropriate Tier 2 or Tier 3 reading and math interventions to address the needs of struggling learners in a timely manner.

Strategy's Expected Result/Impact: Increased student achievement as measured by Curriculum unit assessments; MAP, STAAR, CIRCLE, TELPAS data.

Staff Responsible for Monitoring: Teachers, Staff, Admin, Counselor





Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: School Processes & Programs 1, 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Teachers and staff will implement the RTI system effectively and with fidelity. Case managers on the RTI committee will meet with teachers to discuss individual student needs and progress as needed. Campus staff will be provided with additional training on supporting students with severe behaviors and students with severe learning deficits.</p> <p>Intended Audience: Teachers Date(s) / Timeframe: Ongoing Delivery Method: In-Person</p> <p>Funding Sources: Supplies and Materials for SEL. - SCE (199 PIC 24) - 199-11-6399-001-152-24-313-000000- - \$9,018</p>	Formative		Summative	
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Students are not meeting grade level expectations. Root Cause: Lack of Foundational Skills: Students are lacking foundational skills in reading, writing, and math. This is due to inconsistent instruction and learning deficits that have not been adequately addressed.</p> <p>Problem Statement 3: A high percentage of teacher reported limited classroom options that allow instruction to continue when students exhibit disruptive behavior. Root Cause: Campus staff lack knowledge and training in possible classroom behavior interventions.</p> <p>Problem Statement 4: There is a campus trend that not all classrooms follow campus expectations for student behavior and how staff need to continue utilizing PBIS strategies for providing a positive environment for students to build a foundation of student ownership. Root Cause: Respect Agreements were created, but not always referred to when opportunities arose. The why of student behavior was not a focus and the behavior itself was focused on. Building detailed plans of action through classroom through Branching Minds were very limited and were not created and implemented with fidelity.</p>

Campus Funding Summary

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3	Coaching	Contracted instructional services	211-11-6299-04E-152-30-510-000000-25F10	\$8,000.00
1	1	2	1		Extra duty pay for PD after hours	211-13-6116-0PD-152-30-510-000000-25F10	\$2,500.00
1	2	1	5	Classroom Supplies	Supplies and materials for instructional use	211-11-6399-04E-152-30-510-000000-25F10	\$3,000.00
1	3	1	1		Contracted professional development	211-13-6299-04E-152-30-510-000000-25F10	\$5,500.00
1	3	1	2		Extra duty pay for PD after hours	211-13-6116-0PD-152-30-510-000000-25F10	\$5,500.00
3	2	1	1	Eureka Trainers	Contracted professional development	211-13-6299-04E-152-30-510-000000-25F10	\$20,000.00
3	2	2	1	Math Manipulatives	Supplies and materials for instructional use	211-11-6399-04E-152-30-510-000000-25F10	\$9,000.00
4	1	1	1	Tutoring and Attendance Restoration	Extra duty pay for tutoring after hours (Support Staff)	211-11-6121-04E-152-30-510-000000-25F10	\$3,500.00
4	1	1	1	Tutoring and Attendance Restoration	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-152-30-510-000000-25F10	\$10,000.00
4	3	1	1	Calming Area supplies	Supplies and materials for instructional use	211-11-6399-04E-152-30-510-000000-25F10	\$5,000.00
4	3	2	1	Travel	Travel for Teachers (PD)	211-13-6411-04E-152-30-510-000000-25F10	\$14,000.00
4	3	2	1	Travel	Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-152-30-510-000000-25F10	\$2,250.00
4	3	2	1	Travel	Travel for Counselor (PD)	211-31-6411-04E-152-30-510-000000-25F10	\$1,750.00
4	3	2	2	Incentives	Snacks or incentives for students	211-11-6499-04E-152-30-510-000000-25F10	\$4,749.60
Sub-Total							\$94,749.60

TITLE I (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$94,749.60
+/- Difference							\$0.00
FAMILY ENGAGEMENT (211)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	2	1	1	Materials	Supplies and materials for parental involvement	211-61-6399-04L-152-30-510-000000-25F10	\$942.00
4	2	1	1	Refreshments	Snacks for parents to promote participation	211-61-6499-04L-152-30-510-000000-25F10	\$1,500.00
Sub-Total							\$2,442.00
Budgeted Fund Source Amount							\$2,442.00
+/- Difference							\$0.00
BASIC (199 PIC 11)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2	Planbook App	INSTRUCTION PURCHASING CARD	199-11-6395-XXX-152-11-313-000000-	\$420.00
2	1	1	1	Region 11 Consultation	INSTRUCTION CONSULTANTS	199-11-6291-XXX-152-11-313-000000-	\$2,481.00
4	3	2	1	Travel	INSTRUCTION TRAVEL - EMPLOYEE ONLY	199-11-6411-XXX-152-11-313-000000-	\$250.00
Sub-Total							\$3,151.00
Budgeted Fund Source Amount							\$3,151.00
+/- Difference							\$0.00
GT (199 PIC 21)							
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	2	1		EMPLOYEE ALLOWANCES		\$750.00
1	2	2	1	STEM supplies	GENERAL SUPPLIES		\$2,271.00
Sub-Total							\$3,021.00
Budgeted Fund Source Amount							\$3,021.00

GT (199 PIC 21)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
							+/- Difference	\$0.00
SPED (199 PIC 23)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
3	2	2	2	General Supplies	GENERAL SUPPLIES		\$2,927.00	
							Sub-Total	\$2,927.00
							Budgeted Fund Source Amount	\$2,927.00
							+/- Difference	\$0.00
SCE (199 PIC 24)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
4	3	3	1	Supplies and Materials for SEL.	Supplies and materials for instructional use	199-11-6399-001-152-24-313-000000-	\$9,018.00	
							Sub-Total	\$9,018.00
							Budgeted Fund Source Amount	\$9,018.00
							+/- Difference	\$0.00
BEA (199 PIC 25)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
1	2	1	1	Small Group Supplies	Supplies and materials - instruction	199-11-6399-001-152-25-313-000000	\$1,540.00	
3	1	1	2		Supplies and materials - instruction	199-11-6399-001-152-25-313-000000	\$500.00	
							Sub-Total	\$2,040.00
							Budgeted Fund Source Amount	\$2,040.00
							+/- Difference	\$0.00
UNDISTRIBUTED (199 PIC 99)								
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount	
3	1	1	1	Intervention Tools	INSTRCTNL RES/MED SVCS GENERAL SUPPLIES	199-12-6399-XXX-152-99-313-000000-	\$7,044.00	

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1		INSTRCTNL RES/MED SVCS MISC CONTRACTED SERVICES	199-12-6299-XXX-152-99-313-000000-	\$1,500.00
3	2	2	3		COMMUNITY SERVICES MISC CONTRACTED SERVICES	199-61-6299-XXX-152-99-313-000000-	\$1,556.00
4	1	1	1		COCURRICULAR/ EXTRACURRIC GENERAL SUPPLIES	199-36-6399-XXX-152-99-313-000000-	\$1,556.00
4	2	1	2		SCHOOL LEADERSHIP SUPPLIES MAINT & OPERATION	199-23-6319-XXX-152-99-313-000000-	\$3,900.00
Sub-Total							\$15,556.00
Budgeted Fund Source Amount							\$15,556.00
+/- Difference							\$0.00
Grand Total Budgeted							\$132,904.60
Grand Total Spent							\$132,904.60
+/- Difference							\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024