Fort Worth Independent School District

152 Oaklawn Elementary School

2026-2027 Campus Improvement Plan

Board Approval Date: November 10, 2026

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. Instuctional 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

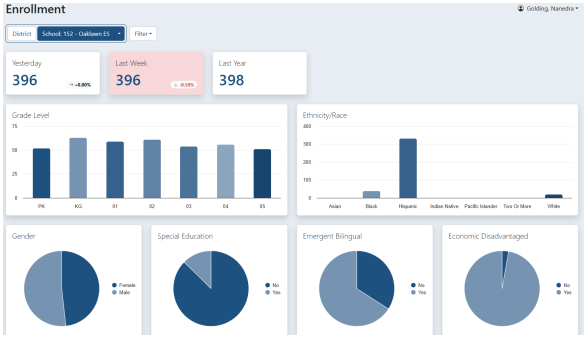
Revised/Approved: November 10, 2026

Demographics

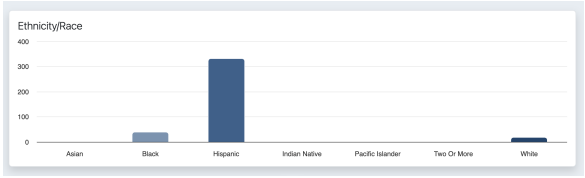
Demographics Summary

Campus Enrollment:

- **Enrollment declined by 2 students from the 24/25 to the 25/26 school year.**



Enrollment by Ethnicity/Race

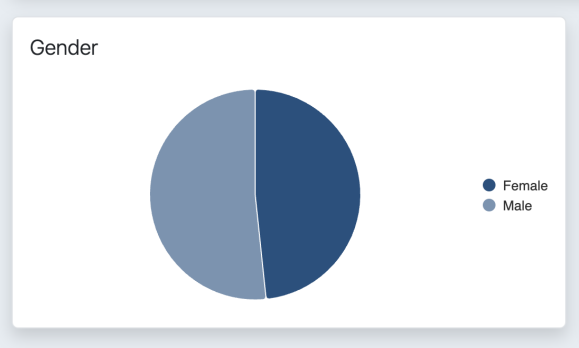


- Hispanic - 332
- Black - 39
- White - 21
- Asian - 1
- 2 or more - 2

Enrollment by Gender

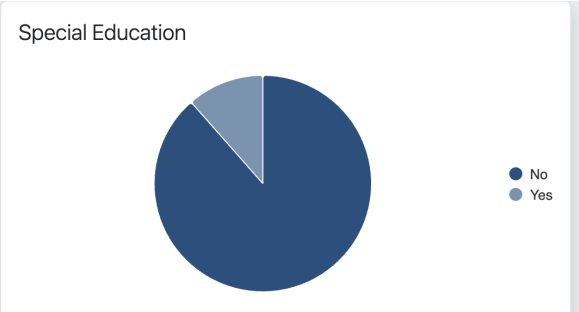
- Female- 191

- Male- 205



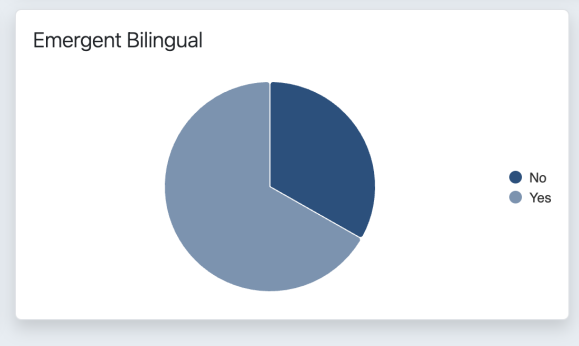
Eduaction

- 44 students (12.6%) serviced under the SpEd Umbrella.



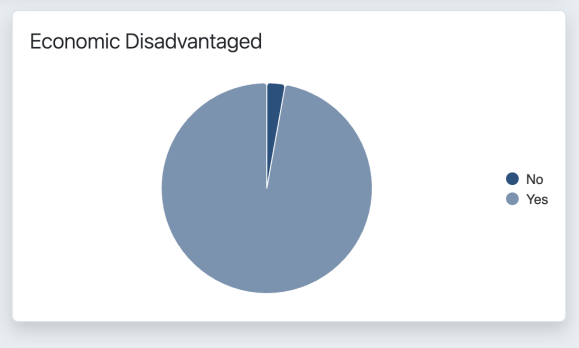
Emergent Bilingual

- 261 (67%) of students are emergent bilingual.



Economically Disadvantaged

- 380 (97.2%)



Attendance

- (95%)

The decline in enrollment by 2 students from the 24-25 school year to the 25-26 school year is a significant change that requires our attention. This decrease may impact our funding and resources, and it is crucial to understand the underlying reasons for this trend. We must engage with our community to identify factors contributing to this decline and develop strategies to attract and retain students.

Our student body is composed of 97% economically disadvantaged individuals, which presents unique challenges and opportunities. This demographic requires us to be particularly mindful of the resources and support systems we provide to ensure that all students have equal access to educational opportunities. We must continue to advocate for programs and initiatives that address the needs of economically disadvantaged students.

With 67% of our students being emergent bilingual, it is imperative that we focus on enhancing our language support programs. This demographic highlights the importance of providing robust bilingual education and ensuring that our teachers are equipped with the necessary skills and resources to support language acquisition and academic success for these students.

The fact that 11% of our students are being serviced under special education underscores the need for continued investment in special education resources and training. We must ensure that our special education programs are comprehensive and inclusive, providing individualized support to meet the diverse needs of these students.

Our average daily attendance rate of 95% is a positive indicator, but there is room for improvement. We must continue to implement strategies that encourage consistent attendance, as regular participation in school is crucial for academic success. Engaging with families and addressing barriers to attendance will be key in improving this metric.

The issuance of 6 days of out-of-school suspension this school year is a matter that requires careful consideration. We must evaluate our disciplinary policies to ensure they are fair and effective, focusing on restorative practices that promote positive behavior and reduce the need for suspensions.

The number of students failing the Reading STAAR, with 27 students not meeting the standard last year, is concerning. We need to analyze the root causes of these results and implement targeted interventions to support literacy development. Providing additional resources, such as tutoring and reading programs, will be essential in addressing this issue.

Similarly, the 28 students failing the Math STAAR last year indicates a need for focused attention on mathematics instruction. We must review our curriculum and

teaching methods to identify areas for improvement and provide professional development for our educators. Ensuring that students have a strong foundation in math is critical for their future academic and career success.

Demographics Strengths

Dual Language Program

Our school is proud to serve a diverse student body, which enriches the learning environment and fosters a culture of inclusivity and mutual respect. This diversity allows students to gain a broader perspective on the world, preparing them for success in an increasingly global society. By interacting with peers from various cultural and ethnic backgrounds, students develop a deeper understanding of global issues and cultural nuances, equipping them with the skills necessary to thrive in a multicultural world.

Diverse Student Body

Demographic composition enables us to offer a wide range of cultural experiences and perspectives within the classroom, enhancing the educational experience for all students. This diversity also provides opportunities for students to engage in meaningful dialogue and collaboration with peers from different backgrounds, promoting empathy and understanding. Through these interactions, students learn to appreciate and celebrate differences, fostering a learning environment where diverse viewpoints are valued and respected.

Programs That Meet Student Needs

We provide a variety of programs to support all learners, including Dual Language, Gifted and Talented, Special Education, Dyslexia services, Flag Guard, and Fine Arts. These programs ensure that students receive the support and enrichment they need to succeed.

Extracurricular and Enrichment Opportunities

Students Oaklawn Elementary have access to many activities that extend learning beyond the classroom. These include UIL, Battle of the Books, Math Bee, Spelling Bee, Spanish Spelling Bee, Readers Are Leaders, Fort Worth After School (FWAS), Book Club, and Safety Patrol. These opportunities help students build skills, confidence, and teamwork.

Shared Decision-Making and Family Voice

Our Site-Based Decision Making Committee includes parents, staff, district representatives, and community members. The committee meets at least six times each year to develop, review, and adjust the Campus Improvement Plan. This ensures that decisions reflect the needs and priorities of our school community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 67% of our population are emergent bilinual with 31% demonstrating beginning level competencies as measured on TELPAS which is a 3% decrease from the previous year.
Root Cause: Students are making slow progress in English proficiency while classroom instruction and peer interactions are primarily conducted in Spanish, resulting in fewer observed opportunities for students to practice English during instruction.

Problem Statement 2 (Prioritized): The school facing significant issues identifying students with special needs. Our education population is encompasessed 12% of our overall

population, yet the number of students in need of intervention and support is continuously growing
Root Cause: Although the campus has a system for identifying and monitoring students with special needs, it lacks coordinated alignment and monitoring.

Problem Statement 3: The school has experienced a significant decline in enrollment, with 2 fewer students in the 2025-2026 school year compared to the previous year. This decrease poses a threat to the school's funding and resources. Additionally, it poses a treat to programming and the number of classes allotted for each grade level.
Root Cause: The neighborhood is aging out, with fewer younger families moving in. This demographic shift results in a majority of families without school-age children, leading to a natural decline in the number of potential students.

Student Learning

Student Learning Summary

In the STAAR Reading assessment, we observed that 10.6% of our students achieved mastery, demonstrating a high level of proficiency in reading skills. Additionally, 10% of students met the standard, indicating they are on track with grade-level expectations. A further 13% of students approached the high end of the standard, showing they are close to meeting expectations, while 9% approached the low end, suggesting they are making progress but still need support. However, 26% of students did not meet the high standard, and 32% did not meet the low standard, highlighting a significant area for improvement in our reading curriculum and instructional strategies.

In the STAAR Math assessment, 6% of students reached the mastery level, showcasing exceptional mathematical understanding. Meanwhile, 15% of students met the standard, reflecting their competence in math skills. We also noted that 11% of students approached the high end of the standard, and 9% approached the low end, indicating varying levels of readiness to meet grade-level expectations. On the other hand, 23% of students did not meet the high standard, and 36% did not meet the low standard, which points to a need for targeted interventions to enhance math proficiency across the board.

Regarding student Reading growth, 33% of our students are in the 76th to 100th percentile, demonstrating significant progress in their learning journey. Another 32% fall within the 51st to 75th percentile, showing steady growth. Additionally, 21% are in the 26th to 50th percentile, indicating moderate progress, while 16% are in the 1st to 25th percentile, suggesting a need for focused support to accelerate their growth.

In terms of achievement in student reading, 11% of students are in the 76th to 100th percentile, reflecting high academic performance. Furthermore, 25% are in the 51st to 75th percentile, and 30% are in the 26th to 50th percentile, indicating a range of achievement levels. However, 34% of students are in the 1st to 25th percentile, which underscores the necessity for strategic interventions to elevate their academic success.

For Math growth, 25% of students are in the 76th to 100th percentile, showing remarkable progress. Additionally, 31% are in the 51st to 75th percentile, and 28% are in the 26th to 50th percentile, reflecting varying degrees of growth. However, 17% are in the 1st to 25th percentile, highlighting the need for enhanced support to foster their development.

In terms of achievement, 15% of students are in the 76th to 100th percentile, indicating strong academic performance. Moreover, 32% are in the 51st to 75th percentile, and 25% are in the 26th to 50th percentile, showing a spectrum of achievement levels. Nonetheless, 28% of students are in the 1st to 25th percentile, emphasizing the importance of targeted strategies to improve their academic outcomes.

Student Learning Strengths

Learning Strengths

STAAR Reading Assessment:

- **Mastery Level**: 11% of students demonstrated exceptional proficiency in reading skills.
- **Meeting Standards**: 11% of students are on track with grade-level expectations.
- **Approaching High End of Standards**: 13% of students are close to meeting expectations, showing strong potential.
- **Approaching Low End of Standards**: 9% of students are making progress and are on the verge of meeting expectations.

STAAR Math Assessment:

- **Mastery Level**: 6% of students showcased exceptional mathematical understanding.
- **Meeting Standards**: 15% of students reflected competence in math skills.
- **Approaching High End of Standards**: 13% of students are close to meeting expectations, indicating readiness to achieve grade-level standards.
- **Approaching Low End of Standards**: 9% of students are making progress and are on the verge of meeting expectations.

Student Growth:

- **Significant Progress**: 23% of students are in the 76th to 100th percentile, demonstrating remarkable growth in their learning journey.
- **Steady Growth**: 16% of students fall within the 51st to 75th percentile, showing consistent progress.
- **Moderate Progress**: 23% of students are in the 26th to 50th percentile, indicating steady improvement.

Achievement:

- **High Academic Performance**: 11% of students are in the 76th to 100th percentile, reflecting strong academic achievement.
- **Consistent Achievement**: 25% of students are in the 51st to 75th percentile, and 30% are in the 26th to 50th percentile, indicating a range of achievement levels.

Growth:

- **Remarkable Progress**: 33% of students are in the 76th to 100th percentile, showing significant growth.
- **Steady Growth**: 31% of students are in the 51st to 75th percentile, and 21% are in the 26th to 50th percentile, reflecting varying degrees of progress.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 22% of students scored at the Meets Grade Level on the STAAR Reading assessment, highlighting significant challenges in overall reading performance at the school.
Root Cause: Inconsistent implementation of lesson internalization protocols, including embedding supports for all learners during daily planning, limits the rigor and accessibility of Tier I instruction. Lesson planning preparation beyond PLCs lacks systematic structures to ensure alignment to TEKS depth, differentiation, and readiness for daily instruction delivery.

Problem Statement 2 (Prioritized): Only 15% of students scored at the Meets Grade Level on the STAAR Math assessment, indicating persistent challenges in math performance. While this reflects a 3% increase from the previous year, overall achievement remains well below expectations.
Root Cause: The campus lacks a consistent accountability system for ensuring daily lesson internalization and execution of rigorous instruction. Structures for coaching, walkthroughs, and feedback cycles are insufficiently focused on monitoring and supporting teachers' preparation and delivery of internalized lessons aligned to the TEKS rigor, scaffolds, and success criteria.

Problem Statement 3: In the general education PK classroom, 50% of students maintain an average daily attendance below 90%, resulting in an overall class ADA of 86%. These attendance patterns limit instructional continuity and hinder early academic readiness for students
Root Cause: The campus lacks a PK-specific attendance strategy that includes proactive communication, family engagement, and early identification systems to build awareness of the importance of consistent school attendance and address barriers early.

Problem Statement 4: Oaklawn has 6 of referrals for the 2025-2026 school year. 66 of incidents reported for Non Compliance with requests from teachers and other adults.

Root Cause: The campus lacks a schoolwide system for proactive behavior supports and classroom management, including clear expectations, teacher training, and coaching to ensure consistency across classrooms.

Problem Statement 5: Currently, 15% of students at Oaklawn are chronically absent, missing more than 10% of school days. This rate includes 26% of African American students, indicating a disproportionate impact. Chronic absenteeism negatively affects academic performance and overall student well-being.
Root Cause: The campus lacks a coordinated attendance system that uses early warning indicators to connect families to supports and re-engage chronically absent students--contributing to ongoing absenteeism, particularly among African American students.

School Processes & Programs

School Processes & Programs Summary

Clayton Yes After School Program

Weekly CTMs that focus DDI and Lesson Planning

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.

Through weekly Collaborative Team Meetings (CTMs) that emphasize Data-Driven Instruction (DDI) and meticulous lesson planning. These meetings are designed to ensure that our educators are equipped with the necessary tools and insights to tailor their teaching methods to meet the diverse needs of our students effectively.

Our Saturday Camps for Acceleration are an integral part of our program, providing students with additional opportunities to advance their learning. These camps are structured to offer targeted instruction and enrichment activities that help students accelerate their academic progress and deepen their understanding of key concepts.

The implementation of the House Systems has been a transformative initiative within our school community. This system fosters a sense of belonging and camaraderie among students, encouraging them to engage in healthy competition and collaborative activities that promote school spirit and unity.

Bi-weekly House Meetings are held to reinforce the values and objectives of the House Systems. These meetings serve as a platform for students to discuss their achievements, set goals, and participate in team-building exercises that strengthen their interpersonal skills and collective identity.

In addition to our House Meetings, we conduct Bi-Weekly Data Meetings to analyze student performance and progress. These meetings allow our educators to review data, identify trends, and make informed decisions about instructional strategies and interventions that will best support student learning.

W.I.N. (What I Need) Time is scheduled four days a week to provide targeted interventions for students. This dedicated time allows educators to work closely with students who require additional support, ensuring that each child receives the personalized attention they need to succeed academically.

School Processes & Programs Strengths

Clayton Yes After School Program

Weekly CTMs that focus DDI and Lesson Planning

Saturday Camps for Acceleration

Implementation of the House Systems

Bi-Weekly House Meetings

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

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W.I.N. (What I Need) Time is scheduled four days a week to provide targeted interventions for students. This dedicated time allows educators to work closely with students who require additional support, ensuring that each child receives the personalized attention they need to succeed academically.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Oaklawn Elementary has established systems to improve operations and student outcomes, but few are consistently implemented. This inconsistency leads to fragmented operations and reduced effectiveness. Identifying barriers to implementation and developing strategies to ensure adherence is crucial.
Root Cause: Poor communication among staff led to misunderstandings, inconsistent implementation of systems, and a lack of cohesion within the school. This resulted in fragmented operations and reduced effectiveness in achieving educational goals.

Problem Statement 2: The school is facing significant challenges in student performance, particularly in MAP assessments. 11% of students are achieving at the 76th or more percentile level according to MAP reading and 14% are according to MAP math.
Root Cause: The campus lacks a comprehensive system for building teacher capacity to differentiate Tier 1 instruction through lesson internalization, rehearsal protocols, and targeted coaching. This gap, along with inconsistent MTSS implementation, limits teachers' ability to embed specialized supports, monitor student progress, and deliver responsive instruction aligned to individual learning needs.

Problem Statement 3 (Prioritized): The school facing significant issues identifying students with special needs. Our education population is encompasessed 12% of our overall population, yet the number of students in need of intervention and support is continuously growing
Root Cause: Although the campus has a system for identifying and monitoring students with special needs, it lacks coordinated alignment and monitoring.

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

At Oaklawn Elementary, we are committed to fostering a strong sense of community within our school. To achieve this, we have implemented a house system designed to create meaningful connections among students, staff, and families. This system is not just about grouping individuals; it is about uniting them under a shared mission to celebrate our diversity and unity as one big family across eight distinct houses.

Within each house, we place a strong emphasis on community service. This focus encourages our students, staff, and families to engage actively with the broader community, instilling a sense of responsibility and empathy. By participating in various service projects, our students learn the importance of giving back and the impact they can have on the world around them.

Team building is another critical component of our house system. Through collaborative activities and challenges, students and staff work together to achieve common goals. This not only strengthens their ability to work as part of a team but also enhances their communication and leadership skills, which are essential for their future success.

Relationship building is at the heart of our house system. We believe that strong, positive relationships are the foundation of a supportive and inclusive school environment. By fostering connections among students, staff, and families, we create a network of support that encourages personal growth and academic achievement.

Problem-solving strategies are integral to our educational approach. Within each house, we encourage students to think critically and creatively to overcome challenges. By equipping them with effective problem-solving skills, we prepare them to navigate the complexities of the world with confidence and resilience.

Finally, peer conflict resolution is a vital skill that we cultivate within our house system. We teach students how to address and resolve conflicts constructively, promoting a culture of respect and understanding. By empowering students to manage disagreements amicably, we contribute to a harmonious school environment where everyone feels valued and heard.

Perceptions Strengths

Perception Strengths at Oaklawn Elementary

1. Strong Sense of Community: The house system fosters meaningful connections among students, staff, and families, creating a united school community that celebrates diversity and unity.
2. Emphasis on Community Service: Active engagement in community service projects instills a sense of responsibility and empathy in students, teaching them the importance of giving back and making a positive impact.
3. Team Building: Collaborative activities and challenges strengthen students' ability to work as part of a team, enhancing their communication and leadership skills essential for future success.

4. Relationship Building: The house system prioritizes strong, positive relationships, creating a supportive and inclusive environment that encourages personal growth and academic achievement.
5. Problem-Solving Strategies: Encouraging critical and creative thinking within each house equips students with effective problem-solving skills, preparing them to navigate complexities with confidence and resilience.
6. Peer Conflict Resolution: Teaching students constructive conflict resolution promotes a culture of respect and understanding, contributing to a harmonious school environment where everyone feels valued and heard

Problem Statements Identifying Perceptions Needs

Problem Statement 1: At Oaklawn Elementary, staff believe that students are working to the best of their ability. However, this perception has overlooked underlying issues such as unaddressed learning barriers, varying levels of student engagement, and potential gaps in instructional methods. This belief has led to complacency in identifying and addressing areas for improvement.
Root Cause: There is a lack of consistent cultural norms that focus on student achievement.

Problem Statement 2 (Prioritized): Despite the implementation of the house system at Oaklawn Elementary, there are ongoing challenges with adult and peer conflict resolution. These unresolved conflicts hinder the creation of a harmonious and supportive school environment, impacting both student and staff relationships.
Root Cause: Inconsistent implementation and meetings hinder the full utilization of the system.

Priority Problem Statements

Problem Statement 1: 67% of our population are emergent bilinual with 31% demonstrating beginning level competencies as measured on TELPAS which is a 3% decrease from the previous year.

Root Cause 1: Students are making slow progress in English proficiency while classroom instruction and peer interactions are primarily conducted in Spanish, resulting in fewer observed opportunities for students to practice English during instruction.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Oaklawn Elementary has established systems to improve operations and student outcomes, but few are consistently implemented. This inconsistency leads to fragmented operations and reduced effectiveness. Identifying barriers to implementation and developing strategies to ensure adherence is crucial.

Root Cause 2: Poor communication among staff led to misunderstandings, inconsistent implementation of systems, and a lack of cohesion within the school. This resulted in fragmented operations and reduced effectiveness in achieving educational goals.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Only 22% of students scored at the Meets Grade Level on the STAAR Reading assessment, highlighting significant challenges in overall reading performance at the school.

Root Cause 3: Inconsistent implementation of lesson internalization protocols, including embedding supports for all learners during daily planning, limits the rigor and accessibility of Tier I instruction. Lesson planning preparation beyond PLCs lacks systematic structures to ensure alignment to TEKS depth, differentiation, and readiness for daily instruction delivery.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Only 15% of students scored at the Meets Grade Level on the STAAR Math assessment, indicating persistent challenges in math performance. While this reflects a 3% increase from the previous year, overall achievement remains well below expectations.

Root Cause 4: The campus lacks a consistent accountability system for ensuring daily lesson internalization and execution of rigorous instruction. Structures for coaching, walkthroughs, and feedback cycles are insufficiently focused on monitoring and supporting teachers' preparation and delivery of internalized lessons aligned to the TEKS rigor, scaffolds, and success criteria.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Despite the implementation of the house system at Oaklawn Elementary, there are ongoing challenges with adult and peer conflict resolution. These unresolved conflicts hinder the creation of a harmonious and supportive school environment, impacting both student and staff relationships.

Root Cause 5: Inconsistent implementation and meetings hinder the full utilization of the system.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The school facing significant issues identifying students with special needs. Our education population is encompasessed 12% of our overall population, yet the number of students in need of intervention and support is continuously growing

Root Cause 6: Although the campus has a system for identifying and monitoring students with special needs, it lacks coordinated alignment and monitoring.
Problem Statement 6 Areas: Demographics - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments 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
- Male / Female performance, progress, 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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

Goals

Revised/Approved: November 10, 2026

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from X% to Y%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR six weeks assessments from 27% to 60% by June 2027.
Increase the performance of HIspanic students on our campus from 32% to 60% June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Strengthen Tier 1 ELAR Instruction (Core Instruction)

Strategy's Expected Result/Impact: Increased student discourse and engagement
Consistent small group instruction in every classroom
Data-driven adjustments weekly
Narrowing gap between Hispanic students and overall performance

Staff Responsible for Monitoring: Principal Golding
AP Alejandro

Title I:
2.51
- **TEA Priorities:**
Recruit, support, retain teachers and principals
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Implement daily structured reading block (90-120 minutes) with: Explicit phonics + decoding (for struggling readers) Vocabulary development (especially academic language) Text-based comprehension strategies Standardize lesson internalization during PLCs: Teachers plan using TEKS-aligned objectives Identify key misconceptions in advance Require frequent student discourse: Turn & Talk Accountable talk stems Writing in response to reading Use exemplar texts + modeled thinking (think-alouds) Implement tight Check-for-Understanding (CFU) every 5-7 minutes Leadership Moves: Weekly instructional walkthroughs focused on: Engagement Rigor of tasks Student talk vs. teacher talk **Intended Audience:** Students and Teachers **Provider / Presenter / Person Responsible:** Principal Golding AP Alejandro **Date(s) / Timeframe:** Weekly- Ongoing **Collaborating Departments:** PLC Team **Delivery Method:** In-Person	 Moderate Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Provide intensive tutoring. **Intended Audience:** Tier 3 students **Provider / Presenter / Person Responsible:** Part time tutors **Date(s) / Timeframe:** on-going throughout the year. **Delivery Method:** In-Person **Funding Sources:** Afterschool Tutoring - Title I (211) - 211-11-6116-501-152-30-152-101000 - $13,300, Tutoring Materials - Title I (211) - 211-11-6399-501-152-30-152-101000 - $7,678.32, Fringe for Tutoring - Title I (211) - 211-XX-614X-501-152-30-152-101000 - $2,214	No Progress		

No Progress Accomplished Continue/Modify Discontinue

Strategy 2: Data-Driven Instruction & PLC Effectiveness
Goal: Ensure instructional adjustments are immediate and precise.

Strategy's Expected Result/Impact: 1. Increased Student Achievement (Primary Outcome)

Higher percentage of students meeting grade level on six weeks assessments
Faster movement of students from "approaches" - "meets" - "masters"
Direct progress toward:

3rd grade goal: 27% - 60%
Hispanic subgroup: 32% - 60%

Staff Responsible for Monitoring: Principal Golding
AP Alejandro

Title I:
2.52
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Conduct Six Weeks Data Meetings with: Standard/item analysis Identification of priority TEKS Student grouping (mastery, approaching, intervention) Weekly PLC meetings focused on: Planning aligned lessons Creating/adjusting small group instruction Develop student trackers/data walls Individual goal setting with students Identify power standards and spiral them weekly Leadership Moves: Facilitate data conversations that lead to action, not just review Monitor evidence of reteach plans being executed **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Principal Golding AP Golding **Date(s) / Timeframe:** Each Six Weeks **Collaborating Departments:** Literacy **Delivery Method:** In-Person	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The school facing significant issues identifying students with special needs. Our education population is encompasessed 12% of our overall population, yet the number of students in need of intervention and support is continuously growing **Root Cause**: Although the campus has a system for identifying and monitoring students with special needs, it lacks coordinated alignment and monitoring.

Student Learning

Problem Statement 1: Only 22% of students scored at the Meets Grade Level on the STAAR Reading assessment, highlighting significant challenges in overall reading performance at the school. **Root Cause**: Inconsistent implementation of lesson internalization protocols, including embedding supports for all learners during daily planning, limits the rigor and accessibility of Tier I instruction. Lesson planning preparation beyond PLCs lacks systematic structures to ensure alignment to TEKS depth, differentiation, and readiness for daily instruction delivery.

School Processes & Programs

Problem Statement 3: The school facing significant issues identifying students with special needs. Our education population is encompasessed 12% of our overall population, yet the number of students in need of intervention and support is continuously growing **Root Cause**: Although the campus has a system for identifying and monitoring students with special needs, it lacks coordinated alignment and monitoring.

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from X% to Y%.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in English from 23% to 60% by June 2027.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level norms on EOY MAP Growth Reading in Spanish from 57% to 70% by June 2027.
Increase the performance of Hispanic students on our campus from 51% to 70% by June 2027.

Evaluation Data Sources: MAP

Strategy 1: Prioritize Early Literacy (K-2 Focus on Skills)
Goal: Eliminate foundational skill gaps early.

Strategy's Expected Result/Impact: More students reading on grade level by end of Grade 1 and 2
Fewer students requiring intensive intervention in Grade 3
Increased English MAP growth at early grades

Staff Responsible for Monitoring: Principal Golding
AP Alejandro

TEA Priorities:
Build a foundation of reading and math
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Universal screening 3x/year (MAP + phonics assessments) Daily targeted instruction in: Phonemic awareness Decoding Fluency Use small group rotations for differentiated phonics instruction Monitor progress every 2-3 weeks **Intended Audience:** Students in K-3 **Provider / Presenter / Person Responsible:** Teachers will deliver instruction Admin and teachers will monitor progress. **Date(s) / Timeframe:** Daily targeted instruction Daily Small Group Instruction Universal Screening on MAP Fluency (3X/year) **Delivery Method:** In person instruction delivery Online Assessment	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 67% of our population are emergent bilinual with 31% demonstrating beginning level competencies as measured on TELPAS which is a 3% decrease from the previous year. **Root Cause**: Students are making slow progress in English proficiency while classroom instruction and peer interactions are primarily conducted in Spanish, resulting in fewer observed opportunities for students to practice English during instruction.

Student Learning
Problem Statement 1: Only 22% of students scored at the Meets Grade Level on the STAAR Reading assessment, highlighting significant challenges in overall reading performance at the school. **Root Cause**: Inconsistent implementation of lesson internalization protocols, including embedding supports for all learners during daily planning, limits the rigor and accessibility of Tier I instruction. Lesson planning preparation beyond PLCs lacks systematic structures to ensure alignment to TEKS depth, differentiation, and readiness for daily instruction delivery.

Goal 1: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for English Language Arts and Reading (ELAR) on the annual state performance measurement from X% to Y%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on ELAR benchmark assessments from 27% to 60% by June 2027.
Increase the performance of Hispanic students from 25% to 60% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Data-Driven Instruction (MAP-Focused)
Goal: Align instruction tightly to MAP domains and student needs.

Strategy's Expected Result/Impact: Increased RIT growth across all grade levels
Students progressing steadily toward grade-level norms
Teachers more precise in instruction

Staff Responsible for Monitoring: Principal Golding
AP Alejandro

Title I:
2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Conduct BOY, MOY, EOY MAP data analysis cycles Identify instructional groups by RIT bands Use MAP domains to plan: Word recognition Vocabulary Comprehension Track student growth using: Data binders Class trackers PLCs develop reteach + enrichment plans immediately **Intended Audience:** Students, Teachers, and Families **Provider / Presenter / Person Responsible:** Teachers Admin **Date(s) / Timeframe:** On-going **Delivery Method:** In-Person	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Targeted Small Group Instruction (MTSS)
Goal: Accelerate growth for below-grade-level students.

Strategy's Expected Result/Impact: Faster growth for struggling readers
Increased % of students moving from below level - meets/exceeds
Reduced achievement gaps

Staff Responsible for Monitoring: Counselor Smith- Lead
Principal Golding
AP Alejandro

Title I:
2.52
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems

Problem Statements: Demographics 2 - School Processes & Programs 1, 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Daily small group reading instruction (20-30 min) Group students based on: MAP data Skill deficits Provide: Tier 2 (strategic support) Tier 3 (intensive intervention) Progress monitor every 2-3 weeks Ensure intervention fidelity **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Daily **Delivery Method:** In- Person Small Group	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 67% of our population are emergent bilinual with 31% demonstrating beginning level competencies as measured on TELPAS which is a 3% decrease from the previous year. **Root Cause**: Students are making slow progress in English proficiency while classroom instruction and peer interactions are primarily conducted in Spanish, resulting in fewer observed opportunities for students to practice English during instruction.
Problem Statement 2: The school facing significant issues identifying students with special needs. Our education population is encompasessed 12% of our overall population, yet the number of students in need of intervention and support is continuously growing **Root Cause**: Although the campus has a system for identifying and monitoring students with special needs, it lacks coordinated alignment and monitoring.

Student Learning

Problem Statement 1: Only 22% of students scored at the Meets Grade Level on the STAAR Reading assessment, highlighting significant challenges in overall reading performance at the school. **Root Cause**: Inconsistent implementation of lesson internalization protocols, including embedding supports for all learners during daily planning, limits the rigor and accessibility of Tier I instruction. Lesson planning preparation beyond PLCs lacks systematic structures to ensure alignment to TEKS depth, differentiation, and readiness for daily instruction delivery.

School Processes & Programs

Problem Statement 1: Oaklawn Elementary has established systems to improve operations and student outcomes, but few are consistently implemented. This inconsistency leads to fragmented operations and reduced effectiveness. Identifying barriers to implementation and developing strategies to ensure adherence is crucial. **Root Cause**: Poor communication among staff led to misunderstandings, inconsistent implementation of systems, and a lack of cohesion within the school. This resulted in fragmented operations and reduced effectiveness in achieving educational goals.

Problem Statement 3: The school facing significant issues identifying students with special needs. Our education population is encompasessed 12% of our overall population, yet the number of students in need of intervention and support is continuously growing **Root Cause**: Although the campus has a system for identifying and monitoring students with special needs, it lacks coordinated alignment and monitoring.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from X% to Y%.

Performance Objective 1: Increase the percentage of 3rd grade students that score meets grade level or above on Math six weeks assessments from 48% to 60% by June 2027.
Increase the performance of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 0% to 50% by June 2027.

Evaluation Data Sources: Six Weeks Assessments

Strategy 1: Implement consistent, daily, standards-aligned math instruction that prioritizes conceptual understanding, structured student discourse, and targeted practice on priority TEKS, supported by real-time data-driven small group intervention.

Strategy's Expected Result/Impact: Increased percentage of students correctly explaining solutions
Growth in weekly formative assessment performance
Movement of "approaches" students into "meets"
Increased student participation in math discussions

Staff Responsible for Monitoring: Principal Golding
AP Alejandro

Title I:
2.53
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Focus on Priority Standards (TEKS Alignment) 1. Identify the highest-leverage 3rd grade standards based on 6-week data (e.g., number sense, multiplication, problem solving). Ensure lesson objectives and tasks are tightly aligned to those standards daily. 2. Strengthen Tier 1 Instruction (Core Block) Deliver explicit modeling (I Do), guided practice (We Do), and independent practice (You Do). Use multiple representations (number lines, arrays, models) to build conceptual understanding. Include daily problem-solving tasks with academic vocabulary.	Formative		
	Nov	Jan	Mar

3. Increase Structured Math Discourse

Require students to explain thinking using sentence stems:

"I solved this by..."
"I know this because..."

Use think-pair-share, turn-and-talk, and math journals to ensure all students engage.

4. Use Data to Drive Small Groups

Analyze 6-week and weekly formative data to:

Identify students just below "Meets"
Provide targeted reteach in small groups 3-5 times per week

Focus reteach on specific skill gaps, not whole lessons.

5. Build Fluency + Application

Provide daily spiral review (5-10 minutes)
Incorporate math fact fluency practice tied to current content
Include word problems regularly to apply skills

Intended Audience: Students
Provider / Presenter / Person Responsible: Math tutor
Date(s) / Timeframe: Daily
Collaborating Departments: Oaklawn PLC Team
Delivery Method: Small Group

Funding Sources: Math Part Time Tutor - Title I (211) - 211-11-6117-501-152-30-152-101000 - $20,500, Fringe - Title I (211) - 211-XX-614X-501-152-30-152-101000 - $3,690



Moderate Progress

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Teachers will implement culturally responsive, TEKS-aligned math instruction with structured student discourse and targeted small group support, using frequent progress monitoring to accelerate achievement for African American 3rd grade students toward the Meets standard.

Strategy's Expected Result/Impact: Increase in:

Correct responses on weekly formative assessments
Student participation in math discourse

Movement from:

Did Not Meet - Approaches - Meets

Progress toward 60% Meets goal by June 2027

Staff Responsible for Monitoring: Principal Golding
AP Alejandro

Title I:
2.53
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: 1. Prioritize Students for Targeted Support Identify all African American students in 3rd grade and analyze: 6-week assessment data Specific TEKS gaps Create a targeted student list (focus especially on those near "Approaches"). Progress monitor every 2-3 weeks.	 Some Progress		

2. Strengthen Tier 1 Instruction with Intentional Planning

Ensure daily lessons include:

Clear TEKS-aligned objective
Explicit modeling (I Do), guided practice (We Do), independent practice (You Do)

Pre-plan scaffolds:

Sentence stems
Visual models
Chunked tasks

Expectation: Students consistently engage with grade-level content, not below-level work.

3. Increase Structured Math Discourse (Critical Lever)

Require all students to:

Explain thinking verbally and in writing
Use academic vocabulary daily

Teacher Moves:

Use:

"Turn and talk" with accountability
Random calling (equitable participation)
Sentence stems such as:

"I solved this by..."
"My strategy was..."

Look-for: Targeted students are actively speaking and explaining math thinking, not just completing work.

4. Provide Targeted Small Group Instruction

Meet with identified students 3-5 times per week in small groups.
Focus on:

Specific TEKS gaps (not reteaching entire lessons)
Error analysis (why answers are incorrect)

Use worked examples + guided practice.

5. Ensure Frequent Opportunities for Success and Feedback

Provide immediate, specific feedback:

"You used the correct strategy, now check your calculation."

Track and celebrate:

Growth on exit tickets
Movement toward mastery

6. Incorporate Culturally Responsive Practices

Use:

Real-world problem contexts that are meaningful and relevant
Collaborative learning structures

Maintain:

High expectations + strong relationships
Affirmation of student thinking and contributions

7. Monitor and Adjust Instruction

Use:

Weekly formative checks (exit tickets, quick quizzes)

PLC focus:

Bring targeted student work
Identify trends and adjust instruction immediately

Clear Measurable Outcomes

Increase in:

Correct responses on weekly formative assessments
Student participation in math discourse

Movement from:

Did Not Meet - Approaches - Meets

Progress toward 60% Meets goal by June 2027

Intended Audience: African American Students
Provider / Presenter / Person Responsible: Math Teachers
Date(s) / Timeframe: ongoing
Collaborating Departments: PLC Team
Delivery Method: In-Person Daily

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Only 15% of students scored at the Meets Grade Level on the STAAR Math assessment, indicating persistent challenges in math performance. While this reflects a 3% increase from the previous year, overall achievement remains well below expectations. **Root Cause**: The campus lacks a consistent accountability system for ensuring daily lesson internalization and execution of rigorous instruction. Structures for coaching, walkthroughs, and feedback cycles are insufficiently focused on monitoring and supporting teachers' preparation and delivery of internalized lessons aligned to the TEKS rigor, scaffolds, and success criteria.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from X% to Y%.

Performance Objective 2: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 16% to 50% by June 2027.
Increase the performance of HIspanic students from 9.8% to 50% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Implement systematic, TEKS-aligned math instruction with intentional language supports, structured student discourse, and data-driven targeted intervention to accelerate achievement for all 3rd grade students, with a focused emphasis on Hispanic students, increasing performance to the Meets standard.

Strategy's Expected Result/Impact: Increase in:

Percentage of students meeting weekly mastery checks
Student explanations and engagement in discourse

Movement:

Did Not Meet - Approaches - Meets

Specific tracking of Hispanic student growth toward 60% goal

Staff Responsible for Monitoring: Principal Golding
AP Alejandro

Title I:
2.52
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
Action Step 1: 1. Tighten Tier 1 Instruction (Core Block - Non-Negotiable)	Formative		
	Nov	Jan	Mar
Ensure all math lessons include:			

Clear TEKS-aligned objective and success criteria
Gradual release model (I Do, We Do, You Do)

Plan for:

Multiple representations (models, visuals, manipulatives)
Daily problem-solving tasks

Look-for: Students are engaging in grade-level tasks aligned to the standard daily.

2. Strengthen Academic Language & Math Discourse (Critical for Hispanic Students)

Require structured opportunities for students to:

Speak, write, and explain thinking in math

Implement daily:

Turn and talk
Think-pair-share
Math journaling

Supports:

Sentence stems:

"I solved this problem by..."
"The strategy I used was..."

Word banks and visuals for vocabulary

Look-for: Hispanic students are actively explaining their thinking using academic language.

3. Use Data to Drive Targeted Small Group Instruction

Identify:

Students below Meets (overall + Hispanic subgroup)
Students close to Meets ("bubble" students)

Some Progress

Provide small group instruction:

3-5 times per week
Focused on specific TEKS gaps

Teacher Moves:

Reteach using models and guided practice
Analyze student errors and misconceptions

4. Implement Frequent Progress Monitoring

Use:

Weekly formative assessments
Exit tickets aligned to TEKS

Track:

Individual student growth
Hispanic subgroup performance

PLC Action:

Review student work weekly
Adjust instruction immediately based on data

5. Provide Daily Spiral Review & Fluency Practice

Dedicate 5-10 minutes daily to:

Spiral review of previously taught skills
Math fact fluency

Include word problems regularly to build application

6. Ensure Equitable Access & High Expectations

Monitor:

Who is being called on
Who is doing the cognitive work

Use:

Random calling
Structured partner work

Expectation: Hispanic students consistently engage in high-level thinking tasks, not just procedural work.

7. Strengthen Planning Through PLCs

PLCs focus on:

Priority TEKS
Anticipating student misconceptions
Planning scaffolds (language + content)

Deliverable:

Weekly aligned lesson plans with:

Discourse strategies
Differentiation for Hispanic students

8. Family Communication & Support

Communicate:

Student progress and math expectations

Provide:

Simple strategies families can use at home (in English & Spanish)

Intended Audience: Students
Provider / Presenter / Person Responsible: Teachers
Date(s) / Timeframe: Daily
Collaborating Departments: PLC Team
Delivery Method: In-Person

Funding Sources: Classroom Supplies for Instruction - Title I (211) - 211-11-6399-501-152-30-152-101000 - $29,776

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Implement a systematic lesson internalization process combined with targeted acceleration cycles and immediate intervention, ensuring all 3rd grade students--especially Hispanic students--receive just-in-time support on grade-level content to rapidly close gaps and reach the Meets standard.

Strategy's Expected Result/Impact: Master movement through skill gaps (within weeks, not grading periods)
Increase in:

On-track mastery during lessons
Student accuracy on exit tickets

Growth toward:

60% Meets overall
60% Meets for Hispanic students

Staff Responsible for Monitoring: Principal Golding
AP Alejandro

Title I:
2.53
- **TEA Priorities:**
Connect high school to career and college
- **ESF Levers:**
Lever 5: Instructional Leadership and Capacity Building

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

Action Step 1 Details	Formative Reviews
Action Step 1: 1. Strengthen Lesson Internalization (Before Instruction)	**Formative**

	Nov	Jan	Mar
Teachers engage in weekly planning focused on: Unpacking the TEKS Identifying: Key concepts students must understand Likely misconceptions Pre-plan: Questions that promote higher-order thinking Specific checkpoints to assess understanding during the lesson Expectation: Teachers are fully prepared to anticipate and respond to student needs in real time. 2. Use In-the-Moment Checks for Understanding During each lesson, teachers consistently: Stop and check for understanding using: Whiteboards Quick problems Thumbs up/down Immediately adjust instruction when gaps appear Look-for: Misconceptions are addressed during instruction, not after. 3. Implement Daily Acceleration Blocks (Not Remediation) Provide a dedicated daily intervention/acceleration time (20-30 min): Focus on current grade-level TEKS Pre-teach or re-teach critical concepts	 Some Progress		

Critical Shift:

Students work on grade-level or near-grade-level tasks with scaffolds, not below-grade worksheets.

4. Create Short-Cycle Data Response (Every 1-2 Weeks)

After each formative check:

Group students by specific skill gaps

Provide:

Targeted intervention cycles (5-10 days)

Regroup students frequently based on updated data

Focus: Students move quickly through skill gaps instead of staying stuck.

5. Explicitly Teach Problem-Solving Processes

Model and expect use of a consistent problem-solving routine:

Understand the problem
Plan a strategy
Solve
Explain reasoning

Use anchor charts and repeated practice

Look-for: Students can articulate how they solved a problem, not just give answers.

6. Increase Student Ownership of Learning

Have students:

Track their own progress (data folders or charts)
Set short-term goals:

"I will master multiplication with arrays"

Celebrate incremental growth

Impact: Builds motivation and focus, especially for targeted groups.

7. Monitor Subgroup-Specific Progress

Track Hispanic student data separately:

Weekly formative checks
Small group progress

Ensure:

These students are consistently prioritized in intervention groups

8. Leadership & Coaching Support

Conduct frequent walkthroughs focused on:

Real-time checks for understanding
Evidence of acceleration (not remediation)

Provide immediate feedback and coaching

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Principal Golding
AP Alejandro
Math Lead Cortes

Date(s) / Timeframe: Weekly during PLCs and Monday PD Sessions

Delivery Method: In-Person

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Only 15% of students scored at the Meets Grade Level on the STAAR Math assessment, indicating persistent challenges in math performance. While this reflects a 3% increase from the previous year, overall achievement remains well below expectations. **Root Cause**: The campus lacks a consistent accountability system for ensuring daily lesson internalization and execution of rigorous instruction. Structures for coaching, walkthroughs, and feedback cycles are insufficiently focused on monitoring and supporting teachers' preparation and delivery of internalized lessons aligned to the TEKS rigor, scaffolds, and success criteria.

School Processes & Programs

Problem Statement 1: Oaklawn Elementary has established systems to improve operations and student outcomes, but few are consistently implemented. This inconsistency leads to fragmented operations and reduced effectiveness. Identifying barriers to implementation and developing strategies to ensure adherence is crucial. **Root Cause**: Poor communication among staff led to misunderstandings, inconsistent implementation of systems, and a lack of cohesion within the school. This resulted in fragmented operations and reduced effectiveness in achieving educational goals.

Goal 2: Increase the percentage of grade 3 students reaching the "Meets Grade Level" standard for Math on the annual state performance measurement from X% to Y%.

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 9% to 40% by June 2027.
Increase the performance of economically disadvantahged students from 15% to 60% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Targeted Support for Hispanic Students
Goal: Close achievement gaps through intentional support.

Strategy's Expected Result/Impact: Increased comprehension and academic language
Closing of subgroup performance gap
Growth from 10% - 60%

Staff Responsible for Monitoring: Principal Golding
AP Alejandro

Title I:
2.51
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Problem Statements: Demographics 2 - Student Learning 2 - School Processes & Programs 3

Action Step 1 Details	Formative Reviews		
Action Step 1: Plan for Academic Language Daily	Formative		
	Nov	Jan	Mar
Identify 2-3 key vocabulary words for each lesson aligned to the TEKS Pre-plan at least 2 sentence stems students will use during the lesson Model Language During Instruction Verbally model complete sentence responses when solving problems Use think-alouds to demonstrate how to explain reasoning step-by-step Teach Vocabulary Explicitly Introduce vocabulary at the beginning of the lesson Post and maintain a math word wall with visuals and examples Revisit and require use of vocabulary throughout the lesson **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Daily **Delivery Method:** In-Person	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Require Daily Student Discourse Build in at least 2-3 opportunities for students to: Turn and talk Share aloud Write explanations Require responses in complete sentences Hold Students Accountable for Language Use Prompt students to restate answers in complete sentences Require justification (not just answers) Reinforce correct use of academic vocabulary **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Daily **Delivery Method:** In-person	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: The school facing significant issues identifying students with special needs. Our education population is encompasessed 12% of our overall population, yet the number of students in need of intervention and support is continuously growing **Root Cause**: Although the campus has a system for identifying and monitoring students with special needs, it lacks coordinated alignment and monitoring.
Student Learning
Problem Statement 2: Only 15% of students scored at the Meets Grade Level on the STAAR Math assessment, indicating persistent challenges in math performance. While this reflects a 3% increase from the previous year, overall achievement remains well below expectations. **Root Cause**: The campus lacks a consistent accountability system for ensuring daily lesson internalization and execution of rigorous instruction. Structures for coaching, walkthroughs, and feedback cycles are insufficiently focused on monitoring and supporting teachers' preparation and delivery of internalized lessons aligned to the TEKS rigor, scaffolds, and success criteria.
School Processes & Programs
Problem Statement 3: The school facing significant issues identifying students with special needs. Our education population is encompasessed 12% of our overall population, yet the number of students in need of intervention and support is continuously growing **Root Cause**: Although the campus has a system for identifying and monitoring students with special needs, it lacks coordinated alignment and monitoring.

Goal 3: Reduce the number of schools that are rated F from x% to y%

Performance Objective 1: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in English from 33% to 60% by June 2027.
Increase the percentage of 3rd through 5th grade students that score meets grade level or above on ELAR benchmark assessments in Spanish from 0% 50 % by June 2027.
Increase the performance of Hispanic students from 37% to 60% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Strengthen Tier 1 ELAR Instruction (Grades 3-5)
Goal: Ensure rigorous, TEKS-aligned instruction daily.

Strategy's Expected Result/Impact: Strengthen Tier 1 ELAR Instruction (Grades 3-5)
Goal: Ensure rigorous, TEKS-aligned instruction daily.

Staff Responsible for Monitoring: Principal Golding
AP Alejandro

Title I:
2.53
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Improve low-performing schools
- **ESF Levers:**
Lever 2: Talent Retention and Strategic Staffing

Problem Statements: Student Learning 1

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Writing Integration Across Content Every lesson should include: Short written response (1-3 sentences minimum) Focus: Academic vocabulary Sentence structure Grammar support **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Daily **Delivery Method:** In person daily	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Only 22% of students scored at the Meets Grade Level on the STAAR Reading assessment, highlighting significant challenges in overall reading performance at the school. **Root Cause**: Inconsistent implementation of lesson internalization protocols, including embedding supports for all learners during daily planning, limits the rigor and accessibility of Tier I instruction. Lesson planning preparation beyond PLCs lacks systematic structures to ensure alignment to TEKS depth, differentiation, and readiness for daily instruction delivery.

Goal 3: Reduce the number of schools that are rated F from x% to y%

Performance Objective 2: Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in English from 23% to 60% by June 2027.
Increase the percentage of 3rd through 5th grade students that score meets grade level or above on Math benchmark assessments in Spanish from 0% to 50% by June 2027.
Increase the performance of HIspanic students from 24% to 50 by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Implement a TEKS-aligned math instructional framework in English that prioritizes conceptual understanding, academic language development, structured student discourse, and data-driven acceleration to increase overall student performance and improve outcomes for all students while monitoring our Hispanic students' progress.

Strategy's Expected Result/Impact: Grades 3-5 Math (English): Increase from 23% - 60% Meets
Spanish Assessment Performance: Increase from 0% - 50% Meets
Hispanic Students: Increase from 24% - 50% Meets

Staff Responsible for Monitoring: Principal Golding
AP Alejandro

Title I:
2.53
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: 1. Strengthen Tier 1 Math Instruction (English) Deliver daily instruction that is: TEKS-aligned Grade-level rigorous Structured using gradual release (I Do, We Do, You Do) Clearly post and communicate: Learning objective Success criteria Non-Negotiable: All students engage in grade-level math tasks in English daily. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Math Teachers **Date(s) / Timeframe:** Daily **Collaborating Departments:** Math Department **Delivery Method:** In-Person	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Strategy 2: Teachers will explicitly teach and consistently model academic math language, requiring students to speak, write, and justify their mathematical thinking in complete sentences to strengthen conceptual understanding and improve performance on grade-level math tasks.

Strategy's Expected Result/Impact: Mid-Term

Improvement in:

Quality and clarity of student explanations
Accuracy on multi-step and word problems
Student ability to justify answers independently

Long-Term

Increased percentage of students:

Demonstrating conceptual understanding
Successfully solving and explaining grade-level problems

Growth in benchmark performance toward the Meets standard

Staff Responsible for Monitoring: Principal Golding
AP Alejandro
Math Lead Cortes

Title I:
2.52
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials

Problem Statements: Student Learning 2

Action Step 1 Details	Formative Reviews		
Action Step 1: Action Steps: Explicit Academic Language in Math	Formative		
	Nov	Jan	Mar
Plan for Academic Language Daily Identify 2-3 key vocabulary words for each lesson aligned to the TEKS Pre-plan at least 2 sentence stems students will use during the lesson Model Language During Instruction Verbally model complete sentence responses when solving problems Use think-alouds to demonstrate how to explain reasoning step-by-step Teach Vocabulary Explicitly Introduce vocabulary at the beginning of the lesson Post and maintain a math word wall with visuals and examples Revisit and require use of vocabulary throughout the lesson	 Some Progress		

Provide Structured Language Supports

Display sentence stems visibly during instruction
Provide students with written supports (anchor charts, journals, manipulatives)
Model examples and non-examples of strong explanations

Require Daily Student Discourse

Build in at least 2-3 opportunities for students to:

Turn and talk
Share aloud
Write explanations

Require responses in complete sentences

Hold Students Accountable for Language Use

Prompt students to restate answers in complete sentences
Require justification (not just answers)
Reinforce correct use of academic vocabulary

Monitor Student Language Use

Circulate during instruction to listen for:

Vocabulary use
Quality of explanations

Take quick notes on student progress

Provide Immediate Feedback

Correct incomplete or unclear responses in real time
Ask follow-up questions:

"Can you explain why?"
"Say that using a complete sentence."

Ensure Equitable Participation

Use random calling or structured partner roles
Track participation to ensure all students are speaking and explaining

Intended Audience: Students

Provider / Presenter / Person Responsible: Teachers
PLC Team

Date(s) / Timeframe: Planning during PLCs and Math PD
Delivery Daily

Collaborating Departments: Math Deparment

Delivery Method: In-Person

Funding Sources: Planning PD - Title I (211) - 211-11-6116-501-152-30-152-101000 - $2,765, Fringe - Title I (211) - 211-XX-614X-501-152-30-152-101000 - $497

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: Only 15% of students scored at the Meets Grade Level on the STAAR Math assessment, indicating persistent challenges in math performance. While this reflects a 3% increase from the previous year, overall achievement remains well below expectations. **Root Cause**: The campus lacks a consistent accountability system for ensuring daily lesson internalization and execution of rigorous instruction. Structures for coaching, walkthroughs, and feedback cycles are insufficiently focused on monitoring and supporting teachers' preparation and delivery of internalized lessons aligned to the TEKS rigor, scaffolds, and success criteria.
School Processes & Programs
Problem Statement 1: Oaklawn Elementary has established systems to improve operations and student outcomes, but few are consistently implemented. This inconsistency leads to fragmented operations and reduced effectiveness. Identifying barriers to implementation and developing strategies to ensure adherence is crucial. **Root Cause**: Poor communication among staff led to misunderstandings, inconsistent implementation of systems, and a lack of cohesion within the school. This resulted in fragmented operations and reduced effectiveness in achieving educational goals.

Goal 3: Reduce the number of schools that are rated F from x% to y%

Performance Objective 3: Increase the percentage of 3rd grade students that score meets grade level or above on Math benchmark assessments from 15% to 60% by June 2027.
Increase the performance of emergent bilingual students from 9% to 60% by June 2027.

Evaluation Data Sources: Benchmark Assessments

Strategy 1: Implement a TEKS-aligned math instructional framework in English that prioritizes conceptual understanding, academic language development, structured student discourse, and data-driven acceleration to increase overall student performance and improve outcomes for all students while monitoring our Hispanic students' progress.

Strategy's Expected Result/Impact: Grades 3-5 Math (English): Increase from 23% - 60% Meets
Spanish Assessment Performance: Increase from 0% - 50% Meets
Hispanic Students: Increase from 24% - 50% Meets

Staff Responsible for Monitoring: Principal Golding
AP Alejandro

Title I:
2.51
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Improve low-performing schools
- **ESF Levers:**
Lever 4: Academic Experience: High Quality Instructional Materials

Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 3

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Action Step 1EditRemove 1. Strengthen Tier 1 Math Instruction (English) Deliver daily instruction that is: TEKS-aligned Grade-level rigorous Structured using gradual release (I Do, We Do, You Do) Clearly post and communicate: Learning objective Success criteria Non-Negotiable: All students engage in grade-level math tasks in English daily. **Intended Audience:** Students **Provider / Presenter / Person Responsible:** Teachers **Date(s) / Timeframe:** Daily **Delivery Method:** In-Person	 Some Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: The school facing significant issues identifying students with special needs. Our education population is encompasessed 12% of our overall population, yet the number of students in need of intervention and support is continuously growing **Root Cause**: Although the campus has a system for identifying and monitoring students with special needs, it lacks coordinated alignment and monitoring.
Student Learning
Problem Statement 1: Only 22% of students scored at the Meets Grade Level on the STAAR Reading assessment, highlighting significant challenges in overall reading performance at the school. **Root Cause**: Inconsistent implementation of lesson internalization protocols, including embedding supports for all learners during daily planning, limits the rigor and accessibility of Tier I instruction. Lesson planning preparation beyond PLCs lacks systematic structures to ensure alignment to TEKS depth, differentiation, and readiness for daily instruction delivery.
School Processes & Programs
Problem Statement 3: The school facing significant issues identifying students with special needs. Our education population is encompasessed 12% of our overall population, yet the number of students in need of intervention and support is continuously growing **Root Cause**: Although the campus has a system for identifying and monitoring students with special needs, it lacks coordinated alignment and monitoring.

Goal 4: Reduce the percent of students who are chronically absent (absent more that 10% of the school year) from X% to Y%.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent (absent more than 10%) from 93.5% to 95% by June 2027.
Decrease the number and percentage of African American students from 67% to 10% by June 2027.

High Priority

Evaluation Data Sources: Attendance Portal in Focus

Strategy 1: Implement a tiered attendance intervention system (MTSS for Attendance) focused on early identification, frequent monitoring, and targeted supports.

Strategy's Expected Result/Impact: Decrease in number of students below 90% ADA each six weeks
Increased average daily attendance from 93.5% - 95%
Improved student engagement and academic performance
Reduction in severe chronic absenteeism cases

Staff Responsible for Monitoring: AP Alejandro
Data Clerk
Counselor Smith

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

Action Step 1 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 1: Tier 1 (All Students) Launch a schoolwide attendance campaign (e.g., "Every Day Counts") Set weekly incentives for classes and monthly recognition for students with [?]95% attendance Communicate attendance expectations consistently with families (newsletter, Remind, calls) Tier 2 (At-risk: 85-89% ADA) Identify students weekly using attendance dashboard Assign staff mentors (check-in/check-out) Contact families within 2 consecutive absences Provide attendance improvement plans Tier 3 (Chronic: <85% ADA) Conduct attendance team meetings bi-weekly Schedule parent conferences and develop formal intervention plans Partner with counselor/social worker for barriers (transportation, health, routines) Implement home visits and community resource referrals as needed. **Intended Audience:** Students, Staff, and Families **Provider / Presenter / Person Responsible:** AP Alejandro **Date(s) / Timeframe:** Daily **Delivery Method:** In-Person **Funding Sources:** Attendance Incentives - Family Engagement (211) - 211-61-6399-503-152-30-152-101000 - $1,231, Refreshments for Parent Events - Title I (211) - 211-61-6299-503-152-30-152-101000 - $8,809.68	 Some Progress		

Action Step 2 Details	Formative Reviews		
	Formative		
	Nov	Jan	Mar
Action Step 2: Grandparents Day Family Engagement Event: Host a Grandparents Day family-engagement activity to strengthen school-family partnerships and reinforce the importance of regular student attendance and academic success. Provide refreshments for participating families during the event. **Intended Audience:** Familes and Students **Provider / Presenter / Person Responsible:** Campus FES **Date(s) / Timeframe:** September 11, 2026 **Delivery Method:** In Person **Funding Sources:** - Family Engagement (211) - 211-61-6499-503-152-30-152-101000 - $1,000	 Accomplished	 Accomplished	 Accomplished

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 1 Problem Statements:

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School Processes & Programs
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Campus Funding Summary

Title I (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	1	1	2	Tutoring Materials	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-152-30-152-101000	$7,678.32
1	1	1	2	Fringe for Tutoring	Fringe	211-XX-614X-501-152-30-152-101000	$2,214.00
1	1	1	2	Afterschool Tutoring	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-501-152-30-152-101000	$13,300.00
2	1	1	1	Fringe	Fringe	211-XX-614X-501-152-30-152-101000	$3,690.00
2	1	1	1	Math Part Time Tutor	Instruction | Temp/Hourly - Professional (11-6117)	211-11-6117-501-152-30-152-101000	$20,500.00
2	2	1	1	Classroom Supplies for Instruction	Instruction | General Supplies and Technology (11-6399)	211-11-6399-501-152-30-152-101000	$29,776.00
3	2	2	1	Fringe	Fringe	211-XX-614X-501-152-30-152-101000	$497.00
3	2	2	1	Planning PD	Instruction | Extra Duty - Professional (11-6116)	211-11-6116-501-152-30-152-101000	$2,765.00
4	1	1	1	Refreshments for Parent Events	Family Engagement | Misc Contracted Services (61-6299)	211-61-6299-503-152-30-152-101000	$8,809.68
						Sub-Total	$89,230.00
						Budgeted Fund Source Amount	$89,230.00
						+/- Difference	$0.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	1	1	1	Attendance Incentives	Family Engagement | General Supplies and Technology (61-6399)	211-61-6399-503-152-30-152-101000	$1,231.00
4	1	1	2		Family Engagement | Misc Operating Costs (61-6499)	211-61-6499-503-152-30-152-101000	$1,000.00
						Sub-Total	$2,231.00

Family Engagement (211)							
Goal	**Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
						Budgeted Fund Source Amount	$2,231.00
						+/- Difference	$0.00
						Grand Total Budgeted	$91,461.00
						Grand Total Spent	$91,461.00
						+/- Difference	$0.00