

New Caney Independent School District
Oakley Elementary School
2021-2022 Campus Improvement Plan



Board Approval Date: October 18, 2021

Mission Statement

At Oakley Elementary we will promote students that are equipped to thrive in the reality of their future.

Vision

Oakley Elementary will prepare our students for the reality of tomorrow.

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Comprehensive Needs Assessment

Revised/Approved: June 14, 2021

Needs Assessment Overview

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

Improvement Planning Data

- Campus Goals
- Current campus and district improvement plans
- Campus and or district planning and decision making committee information

Accountability Data

- Texas Academic Performance Report (TAPR)

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessment of Academic Readiness (STAAR)
- Local Benchmark Assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special Education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- AT-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504
- Homeless data
- Gifted and Talented data
- Dylexia Data
- Response to Intervention data

Student Data: Behavior and Other Indicators

- Attendance Data
- Discipline Records

Employee Data

- Staff Surveys and other feedback
- Campus leadership data

Parent/Community Data

- Parent feedback

Support Systems and Other Data

- Other additional data

Demographics

Demographics Summary

Based on the 2019-2020 data, Oakley Elementary includes a diverse student population of 812 students which includes:

- 66.7% Hispanic
- 33.3% Non-Hispanic
- 85.1% Economically disadvantaged
- 49.6% LEP
- 71.8% At Risk
- 9.6% Special Education students
- 5.5% Gifted and Talented program
- 57.1% BIL/ESL Education
- 16.8% Mobility Rate

Attendance Rate 2019-2020 95.6%

Demographics Strengths

Over the past two years, enrollment has remained fairly constant. Oakley Elementary offers a two way Dual Language program in grades K-5 and is 1:1 with chromebooks for all students. Oakley Elementary serves and celebrates a diverse population with students from a variety of backgrounds and ethnicities. The staff population closely resembles the student population and is shows almost 50% of the staff with more than 11 years of experience . In addition, data shows that attendance has increased by a little more than 3/10 of a percent in the last year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The population served at Oakley Elementary does not understand the value and impact of regular attendance at school by all students in all grades. **Root Cause:** Due to the high mobility rate and large number of at risk students who attend Oakley school ready behavior is lacking as well as educational gaps are present.

Problem Statement 2: Oakley Elementary has a large number of economically disadvantaged/at risk students/homeless students with social emotional needs that impact instruction. **Root Cause:** Many Oakley Elementary students do not have personal experiences and/or the skill set to manage emotions.

Problem Statement 3: Oakley Elementary has a large number of LEP students who struggle with language skills. **Root Cause:** The mobility of many of our students creates gaps in language acquisition in dominant and second language.

Student Learning

Student Learning Summary

The Texas Academic Performance Report (TAPR) report for 2019-2020 was reviewed and analyzed in the needs assessment process. The needs assessment process for student performance focuses on consistent attendance, STAAR pass rates, and assessment test data. Focus also includes student demographic information and at-risk data to better define student needs in the pursuit of academic excellence and sustainability. Intensive tutorials and academic assistance will continue to be implemented and monitored throughout the year to focus on increasing success rates. Our growing EL population has required us to seek further support in instructional strategies that support language acquisition; therefore, introducing ELLevation as a platform to drive student achievement.

Student Learning Strengths

Class sizes were below the state average in most grade levels.

1:1 Technology integration was seen at all grade levels K-5.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Not all students showed one years academic growth. **Root Cause:** This was due to the massive gaps seen in student achievement from COVID slide and loss of time in school.

School Processes & Programs

School Processes & Programs Summary

Oakley Elementary leadership team participates in job fairs as advertised by the district Human Resources department to recruit staff with varied teaching backgrounds and experience as well as staff that match the demographic served. Staff weekly feedback surveys are given to provide opportunity for staff feedback regularly.

School Processes & Programs Strengths

Administration listens to staff input and provides support for items designated by staff.

Perceptions

Perceptions Summary

At Oakley Elementary, we encourage parental participation. Oakley's PTA supports the campus through Christmas shopping opportunities for students and teacher support opportunities. Parents/Guardians eat meals with their students at Oakley. Family events are well attended.

Perceptions Strengths

Oakley offers many opportunities for parents visit the campus. Oakley offers all programs in both English and Spanish.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We need more parent involvement. **Root Cause:** Parents do not feel comfortable coming to school. Many have language barriers and many do not have the proper identification for the Raptor system.

Priority Problem Statements

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

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

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



Goals




Revised/Approved: June 14, 2021



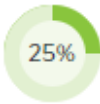
Goal 1: Oakley Elementary will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.


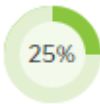

Performance Objective 1: Oakley Elementary students will show academic achievement on STAAR with at least 70% approaches, 60% meets, and 25% masters on STAAR reading, math, writing, and science in grades 3-5. Additionally, 80% of all Pre-K through Second Grade Students will meet grade level expectations in the area of Reading and Math as evidenced by CLI/Circle and/or/Aimsweb.






Evaluation Data Sources: 2022 STAAR
CLI-Circle
Aimsweb

Strategy 1 Details	Reviews			
<p>Strategy 1: ELL specialist will provide the following services: sheltered instruction training, complete ELL and dual language paperwork, model classroom lessons, assist with struggling students and coach teachers, train teachers on language development strategies. In addition Ellevation instructional strategies will be used to support English Language Acquisition.</p> <p>Strategy's Expected Result/Impact: Increased student progress in becoming bi-literate in speaking, reading and writing by fifth grade</p> <p>Staff Responsible for Monitoring: Classroom Teacher, ELL Specialist, and Admin. Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: EL Instructional Coach- Claudia Terrell - State BIL/ESL - \$65,885, ELlevation Instructional Strategies - Title III - 262-13-113-25-00-6299-000 Oakley Ellevation \$2,750 - \$2,750</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students are identified and provided a systemic program of remediation and enrichment opportunities such as: targeted intervention, small group within the classroom, and tutoring before/after school.</p> <p>Strategy's Expected Result/Impact: Observations, CBA's, STAAR, student participation, mastery of IEP goals, TELPAS and classroom walks.</p> <p>Staff Responsible for Monitoring: Admin. Team, RTI Specialist and Classroom Teachers.</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Funding Sources: During school and after school tutoring - Title I - \$14,688, During school tutoring for homeless and most at-risk students - RESTART Grant - \$6,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: The RTI specialist will provide timely intervention and provide supplemental support for students in need of intense intervention. The RTI specialist will also meet with teachers to assist in planning interventions within their classroom for these identified students. The specialist will also meet with teachers after every Aimsweb universal screener to monitor interventions and student progress.</p> <p>Strategy's Expected Result/Impact: Student mastery of grade level objectives in core content areas of Math, Reading and Writing.</p> <p>Staff Responsible for Monitoring: RTI Specialist, Admin. Team, and Classroom Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: RTi Specialist - Gail Martinez Garcia - State Compensatory Ed - \$35,267, RTi Specialist - Gail Martinez Garcia - Title I - \$35,267</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Purchase and utilization of test prep materials to reinforce and remediate reading and math skills for Pre-K through 5th grade. In addition, purchase instructional supplies to assist with classroom projects. Students will use hands on manipulatives during instruction to make learning concrete.</p> <p>Strategy's Expected Result/Impact: Increase student achievement in core content areas.</p> <p>Staff Responsible for Monitoring: Admin. and classroom teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Supplemental Reading materials - Title I - \$3,000, Mentoring Minds and manipulatives - Title I - \$20,000, Supplemental Math materials - Title I - \$5,100</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide STAAR enrichment(3rd-5th), in schools tutorials and timely intervention for students in grades K-5. Aimsweb and CBAs will be used to monitor students progress and make necessary adjustments for students achievement.</p> <p>Strategy's Expected Result/Impact: Student success on STAAR, CBA's, and report cards</p> <p>Staff Responsible for Monitoring: Admin. Team, RTI Specialist, Instructional Coach and Classroom Teachers.</p> <p>Title I Schoolwide Elements: 2.4 - Comprehensive Support Strategy</p> <p>Problem Statements: Student Achievement 2, 3</p> <p>Funding Sources: - Local, Instructional Aide Laura Medina - Title I - \$23,855</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Oakley's media/library collection will be enhanced along with audio/visual technology including continued purchase of both English and Spanish reading materials for the classrooms and guided library.</p> <p>Strategy's Expected Result/Impact: Increase in the number of books checked out and read by use of student reading logs.</p> <p>Staff Responsible for Monitoring: Media Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: Reading materials for classroom libraries - Title I - \$8,260, Units of Study/Lucy Calkins Reading - Title I - \$10,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will meet weekly with academic coaches and/or consultants to plan TEKS driven lessons, review data and create an instructional plan to address students' academic needs through implementation of district curriculum. In addition continued Balanced Literacy PD, Writing Across the Curriculum and Balanced Math PD will be provided by campus, district, and instructional coaches. Data Meetings will be held every nine weeks to plan interventions for struggling students with RTI specialist. In addition, a data presentation will be given by all teachers once per semester.</p> <p>Strategy's Expected Result/Impact: Increase student academic performance. Observed PD information implemented in trained teachers' classrooms. Weekly campus learning walks will be scheduled to monitor instruction and student performance</p> <p>Staff Responsible for Monitoring: Admin Team., Instructional Coach, RTI Specialist, Classroom Teachers, and ELL Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2, 3</p> <p>Funding Sources: Balanced Math Training Teachers Teacher - Title I, Balanced Literacy Training Stephanie Edgar N2 Learning - Title I - \$8,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: Dyslexia services will be provided in a small group setting to assist identified students in targeted reading instruction. Students will be screened using AimsWeb and Esperanza. In order to provide targeted reading instruction additional resources and materials will be needed to meet their reading needs. Dyslexia teachers will attend supplemental PD .</p> <p>Strategy's Expected Result/Impact: Progress on Mastery Checks related to Dyslexia Program and DRA assessments</p> <p>Staff Responsible for Monitoring: Admin. Team and Dyslexia teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Dyslexia Specialist- Susan London - State Compensatory Ed - \$34,203, Registration fees, travel and materials for dyslexia teacher - State Compensatory Ed - \$800, Supplemental Resources (headphones \$3000) - Dyslexia Grant - \$3,000, Supplemental PD for Dyslexia Grant services - Dyslexia Grant - \$1,200</p>	Formative			Summative
	Oct	Dec	Mar	June
				







Strategy 9 Details	Reviews			
<p>Strategy 9: A pre-k program will be provided for qualifying students. Information will be disseminated through notices sent home, advertisement in local news papers, school marquee, school/district web site, and a school call out conducted by phone. To ensure student success in Pre-K, students and teachers will share one instructional paraprofessional.</p> <p>Strategy's Expected Result/Impact: Enrollment numbers</p> <p>Staff Responsible for Monitoring: Admin. ELL specialist, Registrar</p> <p>Title I Schoolwide Elements: 3.2 - Comprehensive Support Strategy</p> <p>Funding Sources: Pre-K Instructional Assistant Samantha Galvan - State Compensatory Ed - \$21,203</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: The Instructional Coach will support student learning and teacher practice to assist students in passing the state assessment. The Instructional Coach will use data from CLI, Aimsweb, CBA's, and STAAR to assist teachers in developing intentional strategies to improve student performance and classroom instruction in all grades.</p> <p>Strategy's Expected Result/Impact: Improved instruction and student performance. Classroom observations will show increased level of rigor, relevance and student engagement.</p> <p>Staff Responsible for Monitoring: Director of Elementary Instruction, Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Achievement 2, 3</p> <p>Funding Sources: Courtney Garza Instructional Coach - Title I - \$65,000</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Teachers and administrators will be given the opportunity to seek professional development to assist them in performance in the classroom to help students achieve rigor and relevance in the classroom. All teachers involved with GT students will receive necessary GT training to provide the depth of instruction needed to increase masters level performance success on STAAR.</p> <p>Strategy's Expected Result/Impact: Improved core instruction and increased percentage of students on grade level. Increase in STAAR and benchmark scores.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Admin. Team, ELL Specialist, and Literacy Cohort training.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: Teacher & Admin Travel and Registration Fees / Supplemental Supplies and materials - Title I - \$37,998</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 12 Details	Reviews			
<p>Strategy 12: Oakley Elementary will implement HB3 PK-3 reading and math proficiency goals. Professional development, teacher resources and student resources will be purchased to implement goals with fidelity to reach targets for student learning.</p> <p>Strategy's Expected Result/Impact: Increased percentage of students on grade level for Reading and Mathematics.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Funding Sources: - Early Education Allotment</p>	Formative			Summative
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Goal 1: Oakley Elementary will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

Performance Objective 2: Oakley Elementary will foster the use of technology as an effective instructional strategy to enhance the rigor and relevance of instruction within all classrooms.


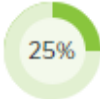
Evaluation Data Sources: Lesson Plans, Classroom observations







Strategy 1 Details	Reviews			
<p>Strategy 1: As identified in the campus needs assessment teachers will be provided professional development that focuses on strengthening the 4 C's. (communication, critical thinking, collaboration, and creativity).</p> <p>Strategy's Expected Result/Impact: Use of technology in the classrooms and documented in lesson plans. Increase use of CANVAS platform for teachers and students.</p> <p>Staff Responsible for Monitoring: Admin. Team, Instructional Coaches and Media Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Technology 1</p> <p>Funding Sources: On Campus Technology Training and/or Conference (ISTE/TCEA - Title I</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The Media Specialist and/or Instructional Coach will attend the TCEA conference to learn about tech integration and come back to teach all teachers.</p> <p>Strategy's Expected Result/Impact: Conference certificate, training sign in sheets from sessions that are turned around from attending TCEA, agenda</p> <p>Staff Responsible for Monitoring: Admin Team, Instructional Technology Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 3</p> <p>Funding Sources: - Title I - \$1,500</p>	Formative			Summative
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Goal 2: Oakley Elementary will provide a safe and orderly environment that promotes student learning for all students.

Performance Objective 1: Oakley Elementary will ensure student and staff safety by studying, planning and implementing best practices in school safety daily.

Evaluation Data Sources: Safety drill records, safety committee meeting agendas and sign in sheets, and continued safety awareness during schoolwide staff meetings.






Strategy 1 Details	Reviews			
<p>Strategy 1: On campus PBIS training will be provided and utilized to establish a positive learning atmosphere. In addition campus wide PBIS incentives for students will be purchased to support implementation. The following safety drills will be reviewed and practiced by both staff and faculty: bus safety, disaster drills, building security, school rules, character program, drug and violence prevention and bullying prevention through school wide assemblies.</p> <p>Strategy's Expected Result/Impact: School wide attendance will increase by .5% Discipline referrals will reduce by 10%. Lesson plans, assemblies, review and practice required drills. Year over year comparison in discipline referrals, improved grades, increased attendance rates and improved retention rates.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Admin. Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: School Culture and Climate 2 Funding Sources: Oriental Trading PBIS Incentives - Title I</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Guidance lessons will be provided to students in character education for each grade level 1x per nine weeks for all grades with use of 7 Mindsets. Small focus groups, individual counseling and responsive services will be available for students.</p> <p>Strategy's Expected Result/Impact: Decrease in office/counselor referrals for bullying/self threats by at least 10%. Stabilization and student empowment that results in better student relationships and classroom success in turn increasing student acheivement in core content areas.</p> <p>Staff Responsible for Monitoring: Classroom Teachers Adm. Team</p> <p>Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 2 Funding Sources: 7 Mindsets - Title I</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers struggling with classroom management will be given an opportunity to observe colleagues that exhibit strong classroom management strategies and the use of campus wide PBIS methods.</p> <p>Strategy's Expected Result/Impact: Increased classroom management of struggling teachers determined through classroom observations and decreased office referrals</p> <p>Staff Responsible for Monitoring: Admin. Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Staff Quality, Recruitment, and Retention 2</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Self esteem activities will be provided for students through the following activities: student recognition, counselor guidance program and interventions including school wide clubs, parent programs, and grade level performances.</p> <p>Strategy's Expected Result/Impact: Increased student self esteem as evidenced by Social Emotional Learning surveys. Increased participation in school wide clubs and after school offerings to parents and students.</p> <p>Staff Responsible for Monitoring: Admin. Team and Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 2</p> <p>Funding Sources: Character Recognition/7 Mindsets - Title I - \$600</p>	Formative			Summative
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Goal 2: Oakley Elementary will provide a safe and orderly environment that promotes student learning for all students.

Performance Objective 2: Oakley Elementary staff will encourage an increase in student attendance to a rate of at least 96%.

Evaluation Data Sources: Weekly attendance reports, contact with parents whose children are absent and weekly incentives for those who are on time.



Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and leadership team will highlight importance of attendance and responsibilities of the parents students and staff at all parent involvement nights to include but not limited to Meet the Teacher, Open House, Coffee with the Principal, Literacy Night, Math and Science Night.</p> <p>Strategy's Expected Result/Impact: Increased attendance by students on a daily, weekly and monthly basis. Increased attendance rate to 96% as evidenced by PEIMS data.</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1</p>	Formative			Summative
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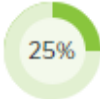




Goal 3: Oakley Elementary will engage in proactive planning and visioning to respond to the changing educational needs of the district while maximizing resources.

Performance Objective 1: Oakley Elementary will provide meaningful and quality professional growth opportunities for all administrators, teachers, and paraprofessionals.

100% of identified staff will participate in a minimum of 16 hours of high quality professional development activities during the year.

Evaluation Data Sources: Oakley Elementary will collect data regarding staff participation and the effectiveness of staff development activities.


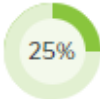




Strategy 1 Details	Reviews			
<p>Strategy 1: Letters will be sent home to notify parents of students receiving instruction from teachers who are not highly qualified as defined by NCLB. Oakley will retain highly qualified teachers through use of mentor programs, professional growth opportunities and new teacher meetings.</p> <p>Strategy's Expected Result/Impact: Review of number of required letters sent to parents</p> <p>Staff Responsible for Monitoring: Admin. Team</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: Teacher Like a Champion/Love and Logic Books - Title I</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Efforts will be made to retain highly qualified staff members such as: stipends for extra duty assignments, positive work and learning environment, mentors provided for new teachers, staff participation in interviews and hiring, as well as attendance incentives for staff who exhibit great attendance during the year.</p> <p>Strategy's Expected Result/Impact: TAPR report will show increased number of experienced teachers and turn over rate will decrease.</p> <p>Staff Responsible for Monitoring: Admin. Team</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: All professional staff will participate in instructional round/learning walks using a common rubric during the year in order to improve instruction, rigor, relevance and relationships in their classrooms. Provide staff development for teachers and administration to help develop teaching strengths. School reform, behavior intervention, data analysis and leadership coaching.</p> <p>Strategy's Expected Result/Impact: Lesson plans and implementation will include more high yield strategies, quality question stems and increased rigor and relevance as evidenced by observation and data in Eduphoria/Canvas.</p> <p>Staff Responsible for Monitoring: Admin, leadership team and mentor teachers</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Technology 1</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: All professional staff will attend committee meetings, grade level team planning meetings, and meeting with teachers one on one to enhance content knowledge and instructional practices.</p> <p>Strategy's Expected Result/Impact: PLC meeting agendas and sign in sheets will reflect that teams met at least monthly to listen to and address instructional concerns. Teacher survey data will indicate that they have opportunity to provide input on school decisions.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Achievement 2, 3</p>	Formative			Summative
	Oct	Dec	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>				

Goal 3: Oakley Elementary will engage in proactive planning and visioning to respond to the changing educational needs of the district while maximizing resources.






Performance Objective 2: All Oakley Elementary Paraprofessionals and teachers will meet the ESSA (Every Student Succeeds Act) standards of highly effective and paraprofessionals will meet the ESSA standards of highly qualified.

Evaluation Data Sources: Oakley Elementary Staff Plan will reflect 100% of teachers and paraprofessionals meeting the standards of ESSA.

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers will meet district and state certification requirements for the classes they are teaching; all instructional para professionals will meet ESSA "Highly Qualified" requirements.</p> <p>Strategy's Expected Result/Impact: 100% of teachers meet state certification requirements. 100% of para professionals meet ESSA Highly Qualified requirements.</p> <p>Staff Responsible for Monitoring: Principal and Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Oakley administration will seek highly qualified personnel at university job fairs, region center job fairs, and district job fairs to meet ESSA requirements.</p> <p>Strategy's Expected Result/Impact: Highly Qualified staff will be hired as evidenced on TAPR.</p> <p>Staff Responsible for Monitoring: Administration team and grade level hiring committees</p> <p>Title I Schoolwide Elements: 2.4, 2.5</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p>	Formative			Summative
	Oct	Dec	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>				

Goal 3: Oakley Elementary will engage in proactive planning and visioning to respond to the changing educational needs of the district while maximizing resources.



Performance Objective 3: Oakley Elementary will foster the use of technology as an effective instructional tool to increase rigor and relevance in Reading, Writing Math, and Science.


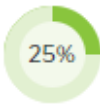




Strategy 1 Details	Reviews			
<p>Strategy 1: Media Specialist will work with teachers and students to enhance their knowledge and assist with integration of technology in the classrooms to provide rigor and relevance in student learning in all grades.</p> <p>Strategy's Expected Result/Impact: Lesson plans will show technology integration into core content areas. PLC/Planning agends will show technology training for teachers.</p> <p>Staff Responsible for Monitoring: Media Specialist Admin. Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Technology 1</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: Oakley Elementary will increase opportunities for parent/community involvement in all educational processes of our district in the best interest of students, staff and community.

Performance Objective 1: Oakley Elementary parents will be provided various opportunities for involvement in their child's education. Oakley Elementary parent events will include parent education opportunities at least 4 times during the school year to support an increase in school and home connection. The school will offer and promote these events by selecting topics of interest to parents.

Evaluation Data Sources: Documentation of each opportunity for parental involvement during the year including sign in sheets, handouts, and parent feedback.






Strategy 1 Details	Reviews			
<p>Strategy 1: Grades levels K, 1, 3 and 5 will provide a program for families and grade levels 2 and 4 will provide a program for staff and students during blastoff. A minimum of four family nights will be planned and offered(including virtual options) to the community with a focus on reading and writing and/or math and science. Schoolwide reading event will be conducted where all students participate in read aloud(receive copy of book) and activities aligned to increasing fluency and comprehension.</p> <p>Strategy's Expected Result/Impact: Each grade level production will give parents and students an opportunity to see students participating in Fine Arts. Increased community participation</p> <p>Staff Responsible for Monitoring: Music Teacher with Grade Level Teacher Support. Events Committee</p> <p>Title I Schoolwide Elements: 2.4, 3.2</p> <p>Problem Statements: Parent and Community Engagement 1 - School Context and Organization 1</p> <p>Funding Sources: Parent Involvement - Title I</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: School information will be disseminated to parents through the following methods: quarterly news letters, Oakley website, fall parent conferences, student take home folders, parent teacher phone callas, social media, and utilization of school marquee.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement as evidenced by volunteer sign in sheets.</p> <p>Staff Responsible for Monitoring: Admin. Team and Technology Instructional Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Achievement 1</p>	Formative			Summative
	Oct	Dec	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will use the SDMC committee to include parents in the review/revision of the Parent/Family Engagement Policy, Parent Compact and Campus Improvement Plan. The policy will be available online as well as hard copies in the office.</p> <p>Strategy's Expected Result/Impact: Parents have a better understanding of how to work with the school.</p> <p>Staff Responsible for Monitoring: Classroom teachers</p> <p>Title I Schoolwide Elements: 3.1</p> <p>Problem Statements: Student Achievement 1 - School Context and Organization 1</p>	Formative			Summative
	Oct	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Evening parent events will be held to increase parent knowledge of academic expectations as well as provide resources for home school connections. Continuation of the Rockateer Volunteer Program and Parenting Partners to encourage parent involvement.</p> <p>Strategy's Expected Result/Impact: Increased parental involvement and understanding of ways that they can support the academic success of their child. Evidenced by Parenting Partners graduation and sign in sheets.</p> <p>Staff Responsible for Monitoring: Counselor, Admin Team</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Student Achievement 1 - School Context and Organization 1</p>	Formative			Summative
	Oct	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Oakley Elementary will increase opportunities for parent/community involvement in all educational processes of our district in the best interest of students, staff and community.

Performance Objective 2: Oakley Elementary will increase parent/community involvement attendance at parent nights by at least 25% from previous school year.

Evaluation Data Sources: Sign in sheets from each event.

Strategy 1 Details	Reviews			
<p>Strategy 1: Homeless and unaccompanied youth will be monitored for grades by the counselor and District Homeless Liaison. Any necessary items that are allowable for Homeless and unaccompanied youth to remove barriers can be provided by the campus</p> <p>Strategy's Expected Result/Impact: Increase in at-risk state assessment scores, reduction in office referrals.</p> <p>Staff Responsible for Monitoring: Principal, AP, Counselor, District Homeless Liaison</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Funding Sources: Homeless resources to remove barriers - Title I - \$500</p>	Formative			Summative
	Oct	Dec	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Oakley Elementary School

Total SCE Funds:

Total FTEs Funded by SCE: 2.5

Brief Description of SCE Services and/or Programs

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Personnel for Oakley Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Gail Garcia	RTI Specialist	0.5
Giselle Buenrostro	EL Para	1
Herlinda Espinoza	EL Para	1
Samantha Galvan	PreK Instructional Aide	0
Sherry Chance	Instructional Para	0
Sonia Figueroa	Dyslexia Specialist	0

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Guardada	Instructional Aide		1.0
Courtney Garza	Instructional Coach		1.0
Gail Martinez- Garcia	RTI Specialist		.5
Naomi Dianas	Instructional Aide		1.0