Fort Worth Independent School District

148 Charles E. Nash Elementary School

2023-2024 Improvement Plan

Accountability Rating: C

Comprehensive Needs Assessment

Revised/Approved: April 24, 2023

Demographics

Demographics Summary

Charles E. Nash Elementary has served the students of Fort Worth's Rock Island Community since 1928. Average campus enrollment is 234 pre-kindergarten through fifth grade students. The student population

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Nash later in the school year.

Student Learning

Student Learning Summary

For the 2022 – 2023 STAAR accountability rating, Nash Elementary received a C. Nash had a implemented a Targeted Improvement Plan for the last two years due to the D rating from the 2018-2019 STAAR accountability system. The 2022 - 2023 STAAR data from the shows that students made accelerated growth points in both reading and math. This shows that student interventions put in place were successful to begin

1st Grade: 48%

2nd Grade: 52%

3rd Grade: 59%

4th Grade: 68%

5th Grade: 61%

According the MAP Student Growth Summary, students percentage who met growth in reading for the BOY to the MOY for the 22 -23 school year:

Kinder: 36%

1st Grade: 19%

2nd Grade: 30%

3rd Grade: 31%

4th Grade: 67%

5th Grade: 47%

According the 22 -23 MOY MAP Projected Proficiency Summary:

Math

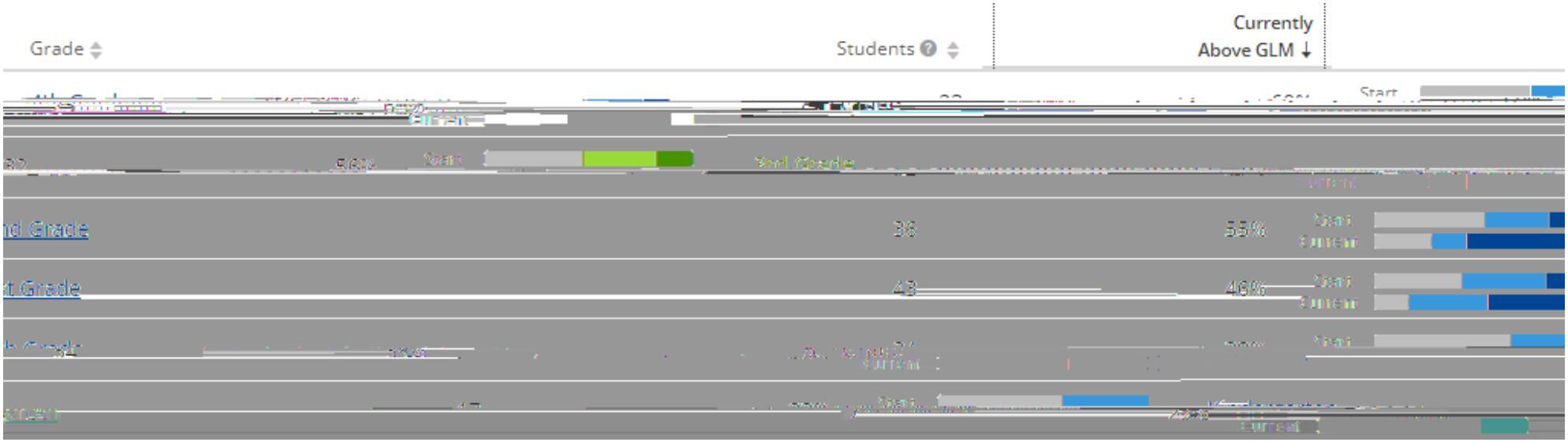
Grade	DNM	Appr	Meets	Masters
2nd	71%	18%	12%	3%
3rd	56%	29%	12%	3%
4th	42%	39%	14%	4%
5th	44%	42%	11%	3%

Reading

Grade	DNM	Appr	Meets	Masters
2nd	62%	29%	6%	3%
3rd	42%	39%	12%	6%
4th	25%	32%	25%	18%
5th	33%	39%	19%	8%

Benchmark:

According to Lexia Data:



Student Learning Strengths

- According to Lexia:
  - 81% of students are reading on grade level or above
  - 100% of Kinder are on grade level and 43% are above grade level
  - 84% of 1st graders are on grade level and and 52% are above grade level
  - 87% of 2nd graders are on grade level and 60% are above grade level
  - 80% of 3rd graders are on grade level and 62 are above grade level

    - 75% of 4th graders are on grade level and 62% are above grade level
- According to MAP Growth for Math:
    - 60% of 4th graders are on grade level with 20% above grade level at EOY
    - 73% of 1st graders and 76% of 4th graders met their EOY growth goal

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Kinder - 5th grade students are not mastering math concepts as evidenced by MAP. **Root Cause:** Teachers struggled with knowing how to close gaps while still teaching the current content.

Problem Statement 2 (Prioritized): Students are leaving each grade not reading on grade level as evidenced by MAP Data. **Root Cause:** As a school, we are inconsistently providing small group interventions in a timely manner.

Problem Statement 3: As evidenced by MAP data for reading and math, students are not demonstrating significant growth to close the achievement gap. **Root Cause:** Teachers did not receive sufficient time to fully process and implement instructional practices (success criteria, intentional monitoring) with fidelity.

We have weekly PLCs facilitated by teachers which are recurring cycles focused on problem of practice and research inquiry.

Tier 2 interventions are in place.

Instructional Coach works with all teachers including those not on her caseload.

100% of teachers in 1st - 5th grade participated in Texas Lesson Study.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 45% of teachers consistently provided students with instructional clarity. **Root Cause:** Teachers did not receive sufficient time to fully process and implement the practice with fidelity.

Problem Statement 2 (Prioritized):

Perceptions

Perceptions Summary

Charles E. Nash Elementary is a small school with a family feel.

Teachers facilitated three parent conferences to discuss students academic progress.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 15% of 3rd - Þ dc.)c dents acadvss)nfeed fadendetprndizfereeeelizf ^ tudisc | emk3rd eeld- Ḥawt | enpNedizfp

- Attendance data
- Mobility rate, including longitudinal data
  Discipline records

District Goals

Revised/Approved: June 12, 2023

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 1:

Action Step 1 Deta

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 45% to 55% by May 2024.
*Increase the percentage of African American students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 39% to 49% by May 2024.

Evaluation Data Sources: MAP Growth Summary Report

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the unit and lesson internalization process for Amplify and to ensure that high leverage instructional practices are occurring daily.

Strategy's Expected Result/Impact: MAP Growth Reading data will indicate an increase of 10% for all 2nd - 5th grade students in English and 10% African American students for by May 2024.

Staff Responsible for Monitoring: Principal

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

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

Action Step 1 Details	Reviews
Action Step 1: Facilitate data meetings to analyze relevant data every three weeks to determine how to best customize lessons, provide reteach and accelerate instruction for student growth and achievement. **Intended Audience:** Kinder - 3rd Grade Teachers	

Student Learning
Problem Statement 2: Students are leaving each grade not reading on grade level as evidenced by MAP Data. **Root Cause**: As a school, we are inconsistently providing small group interventions in a timely manner.
School Processes & Programs
Problem Statement 1: 45% of teachers consistently provided students with instructional clarity. **Root Cause**: Teachers did not receive sufficient time to fully process and implement the practice with fidelity.
Problem Statement 2: 50% of teachers consistently used intentional monitoring to provide students with in the moment reteach to ensure mastery of the learning content. **Root Cause**: Teachers were not given sufficient support to know how to fully implement and use intentional monitoring.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Action Step 1 Details	Reviews

Action Step 1 Details	Reviews
Action Step 1:	

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 56.3% to 60% by May 2023. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 43.8% to 60% by May 2023.

Evaluation Data Sources: TX-KEA Math

Strategy 1:

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: Accelerate student instruction through small group instruction, E-learning and extended school hours. **Intended Audience:** Kinder - 5th Grade Students **Provider / Presenter / Person Responsible:** Teacher, Teacher Assistants, Computer Lab Assistant **Date(s) / Timeframe:** August 2023 - May 2024 **Delivery Method:** In-person **Funding Sources:** Compensation for after hours interventions - Title I (211) - 211-11-6116-04E-148-30-510-000000-24F10 - $3,000, Purchase E-learning for supplemental use - Title I (211) - 211-11-6396-04E-148-30-510-000000-24F10 - $1,500, Purchase supplies for instructional use - Title I (211) - 211-11-6399-04E-148-30-510-000000-24F10 - $2,250, Purchase snacks for student incentive - Title I (211) - 211-11-6499-04E-148-30-510-000000-24F10 - $250				

No Progress | Accomplished | Continue/Modify | Discontinue

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

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 34% to 44% by May 2023.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 40% to 50% by May 2023.
Increase ELA/Reading performance for students receiving special education services on STAAR ELA/Reading rated at approaches grade level or above from 33% to 38% or greater.

Evaluation Data Sources: STAAR Scores

Strategy 1: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: STAAR data will indicate an increase of 10% for all students by May 2024.

Staff Responsible for Monitoring: Admin

Title I:
2.4
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction

Action Step 1 Details	Reviews	
Action Step 1: Increase Kinder-5th teachers' instructional expertise by 1. Conducting PLCs with a focus on instructional clarity, intentional monitoring, productive struggle 2. Analyzing student work 3. Utilizing scaffolding and differentiation of instruction based upon student data 4. Conducting data meetings for instructional adjustments to ensure that students' academic needs are being addressed 5. Conducting systematic walkthroughs to support teachers with the learning from PLCs and to provide teachers with differentiated feedback based on their specific needs 6. Providing teachers with instructional coaching **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Admin and Instructional Coach **Date(s) / Timeframe:** August 2023 - May 2024 **Delivery Method:** In-person	**Formative**	

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: Increase the capacity of the leadership instructional team to ensure teachers are being supported with research proven best practices. **Intended Audience:** Instructional Coach and Admin **Provider / Presenter / Person Responsible:** Principal **Date(s) / Timeframe:** August 2023 - May 2024 **Delivery Method:** In-person/virtual **Funding Sources:** Purchase conference registration and travel - Title I (211) - 211-13-6411-04E-148-30-510-000000-24F10 - $1,000, Purchase conference registration and travel - Title I (211) - 211-23-6411-04E-148-30-510-000000-24F10 - $1,000, Purchase virtual professional learning registration - Title I (211) - 211-23-6499-04E-148-30-510-000000-24F10 - $500, Purchase virtual professional learning registration - Title I (211) - 211-13-6499-04E-148-30-510-000000-24F10 - $500				

No Progress Accomplished Continue/Modify Discontinue

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

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 30% to 40% by May 2023.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 6% to 14% by May 2023.

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

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 33% to 25% by May 2024.
Decrease the number and percentage of African American students who have excessive absences (1 or more courses below 90% attendance) from 46% to 25%

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

School Performance Objective 2: Maintain overall number of discipline referrals by school personnel at 4 by May 2024.

Evaluation Data Sources:

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

School Performance Objective 4: Maintain six parent engagement activities during and outside of regular school hours to foster student achievement and growth by May 2024.

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Jeannie Sisk	Teacher
Classroom Teacher	Aidyl Torres	Teacher
Classroom Teacher	Anahi Pantoja	Teacher
Classroom Teacher	Allison Lilly	Teacher
Classroom Teacher	Kelsey De La Torre	Teacher
Classroom Teacher	Cassie Keller	Teacher
DERC Representative 1	Mornee Brown	Librarian
Non-classroom Professional	Martha Juarez	Instructional Coach
Parent	Amelia Pantoja	Parent
Parent	Crystal Mendez	Parent
Business Representative	Lisa Grunch-Emert	Business Rep
Business Representative	Jennifer Davies	Business Rep
Community Representative	Tangie Fields	Community Representative
Community Representative	Toemas Lazo	Community Representative
Administrator	Blanca Galindo	Principal

Campus Funding Summary

Title I (211)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	3	1	2				

Title I (211)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
3	1	1	2	Purchase conference registration and travel	Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-148-30-510-000000-24F10	$1,000.00
3	2	1	2	Purchase conference registration and travel	Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-148-30-510-000000-24F10	$1,000.00
3	2	1	2	Purchase virtual professional learning registration	Virtual registration for Principal and Assistant Principal (PD)	211-23-6499-04E-148-30-510-000000-24F10	$500.00
4	1	1	1	Compensate professional staff for providing after hours instruction	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-148-30-510-000000-24F10	$2,500.00
4	3	1	1	Purchase professional learning registration fee	Travel for Counselor (PD)	211-31-6411-04E-148-30-510-000000-24F10	$500.00
4	3	1	1	Purchase virtual professional learning registration fee	Virtual registration for Counselor (PD)	211-31-6499-04E-148-30-510-000000-24F10	$500.00
4	4	1	1	Compensate staff for after hours fam ċ			

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District Goal	

Charles E. Nash Elementary

Title I Annual Parent Meeting

September 21, 2023

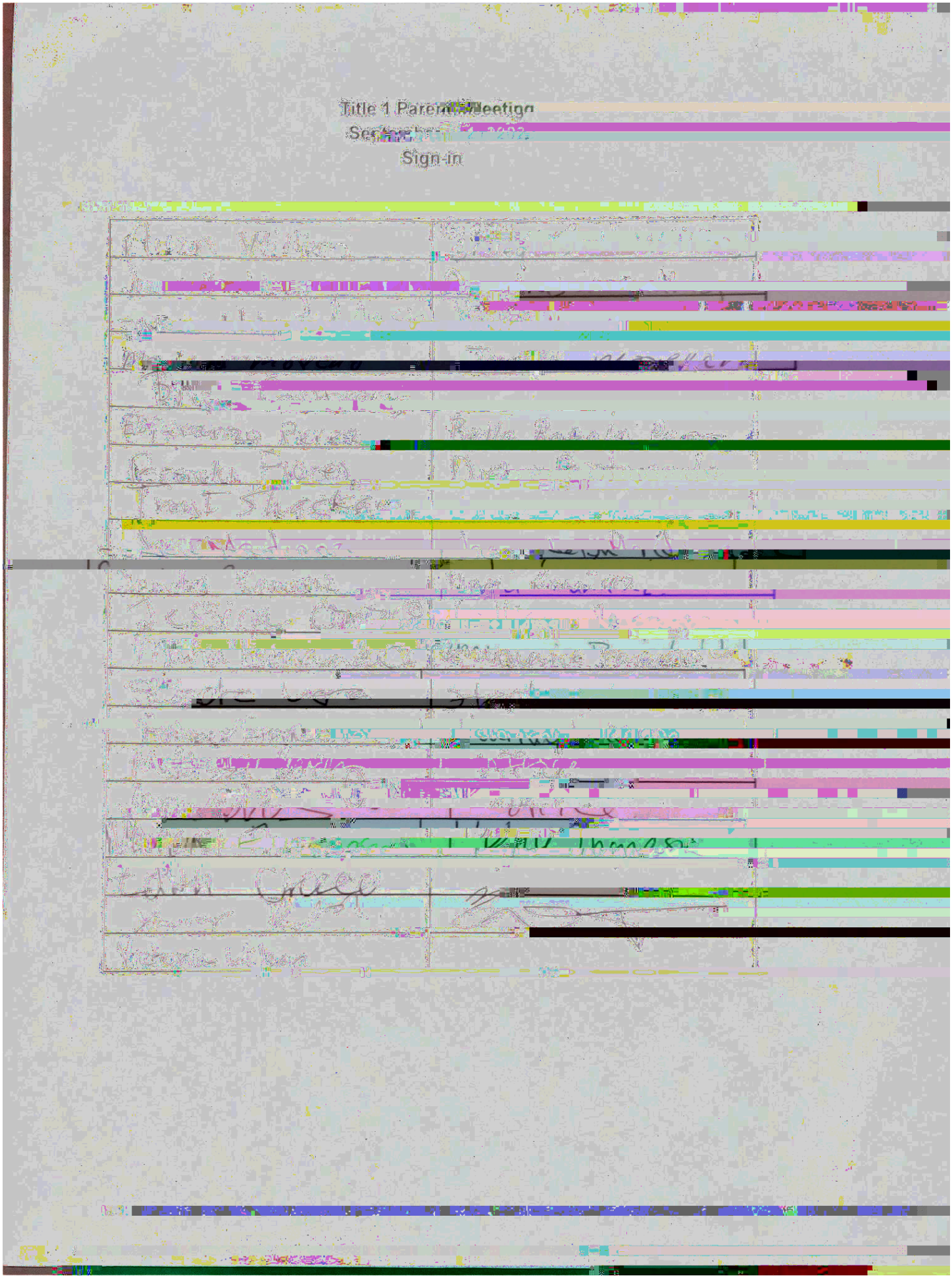
6:30 pm

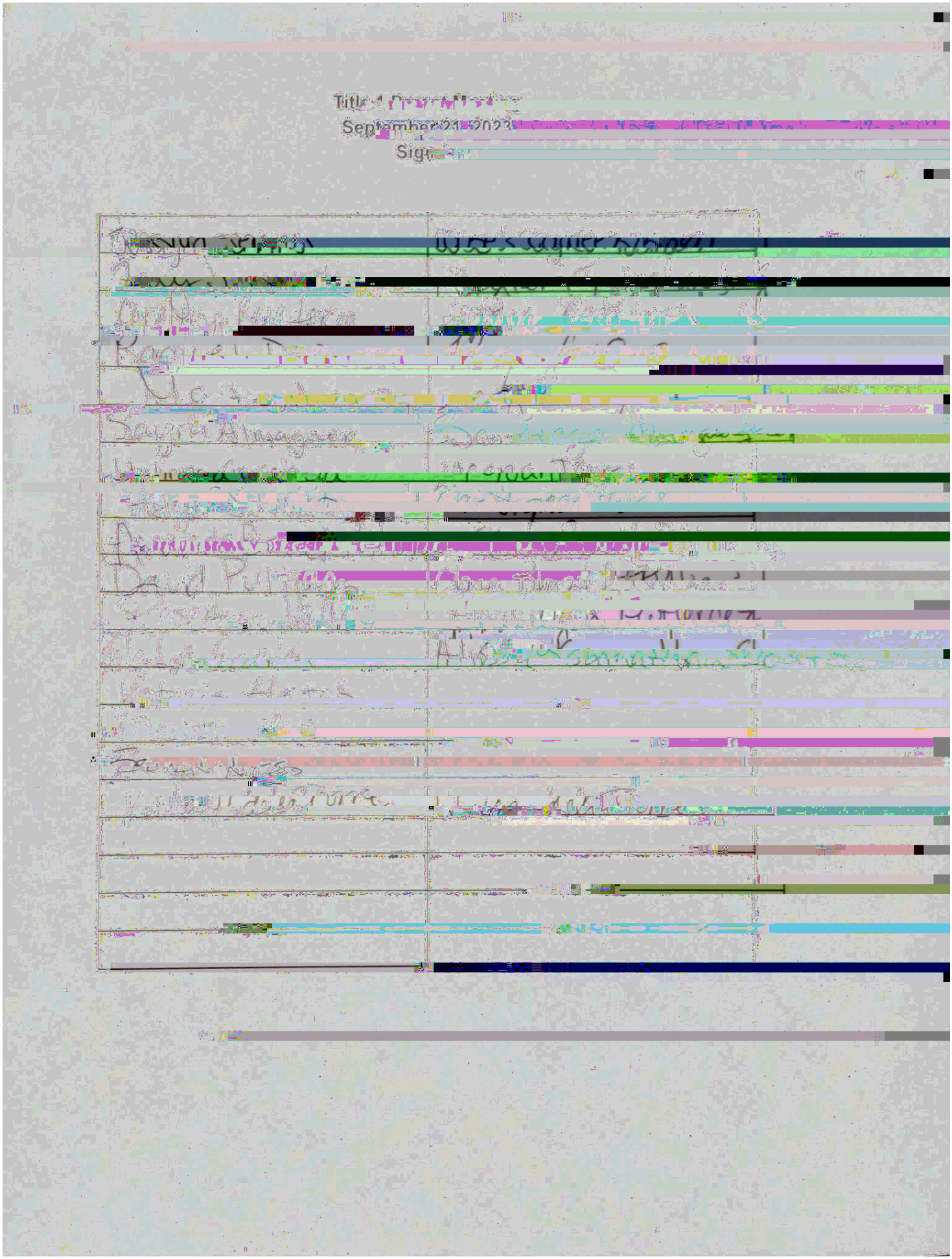
- Welcome
- Explanation of Nash Elementary's Title I
- Title 1 Budget
  - Academic Interventions
  - Parental Involvement Initiatives
  - Parents being advocates for their students and offering input
- Parent School Compact
- School Parent Engagement Policy
- Right to know regarding the

The meeting was facilitated in English and Spanish by Blanca Galindo, Nash Elementary

Title 1 Parent Meeting

Sign-in





Title 1 Parent Meeting
September
Sign-in

School Parent and Family Engagement Policy
Charles E. Nash Elementary
2023-2024

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring: (1) parents play an integral role in assisting their child's learning; (2) parents are encouraged to be actively involved in their child's education at school; and (3) parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.
GOALS:

- Create working partnerships between school and parents
- Improve student attendance and academic performance
- Increase parental/family engagement in student education
- Promote family literacy and social emotional skills

CHARLES E. NASH ELEMENTARY will put into operation programs, activities and procedures for the involvement of parents in all of its Title I, Part A schools, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.

CHARLES E. NASH ELEMENTARY will ensure the required parental engagement plans meet State requirements and each include, as a component, a school-parent compact jointly developed with parents that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and by what means the school and parents will build/develop a partnership to assist children in achieving the State's high standards.

CHARLES E. NASH ELEMENTARY uses Title I, Part A funds to provide school-wide services for all students. The school will hold at least one meeting annually to review Title I guidelines and services offered at CHARLES E. NASH ELEMENTARY within the first 6 weeks of school. The annual meeting will be held at a convenient time and location; notice of the meeting will be provided through ParentLink (Blackboard), school social media sites and school-based information flyers. Translators will be available to help with non-English speakers.

CHARLES E. NASH ELEMENTARY will implement effective parental involvement activities to improve student academic achievement and school performance:

- Promote and advertise maintenance of parent organizations (PTA)
- Partner with Family Resource Centers and Care Solace
- Dedicated Family Engagement Specialist on campus
- Family activities/workshops during the school day and evening
- Dedicated time during the school day for teachers to communicate with parents
- ParentLink (Blackboard) phone call-outs, text system and email in English and Spanish to disseminate school information

CHARLES E. NASH ELEMENTARY will take the following actions to involve parents in the joint development of its parental engagement plan including an annual evaluation of the content and effectiveness of this plan in improving the quality of our school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental engagement plan and activities to design strateg

valuation about its

Política de participación de padres y familias de la escuela