

Mission Statement

Here at Maudrie M. Walton Elementary School, every Jet WILL soar through student-centered aligned lessons, student engagement, and authentic professional learning communities.

Vision

Inspiring students to be their best in EVERYTHING, all the time!

Value Statement

Through increased reading levels of all students, Increased performance levels of all students in all contents, and an increased use of positive behavior intervention system and restorative practices our students will soar!

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Comprehensive Needs Assessment

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Demographics

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Maudrie M. Walton Elementary is home of the Soaring Jets! We are proudly located in the historic Stop Six community serving PK - 5th grade, Regular Program, Dual Language, and Special Education through our Early Childhood Special Education (ECSE) students and Reaching Independence through Special Education (RISE) students. Our campus currently comprises of 300+ students with 70% identifying as Black/African-American, 27% Hispanic. and 3% White or Two or more races. Enrollment trends have increased in 2022-23 post-COVID as we are gaining new students weekly. Our campus has a 22% mobility rate. Our attendance rate is 93%. Our campus continues to partner with parents and community partners with several finding unique ways to support our campus. Our students groups include:

30% English Learners

9% Gifted and Talented

26% Special Education in self-contained and Inclusion

98% Economically Disadvantaged

We have a long serving staff of high quality professionals. All teachers currently on staff are experienced. Our staff mirrors the ethnicities of our student groups, and our turnover rate is low. At Walton we ensure every day that every Jet soars!

Our campus does all we can to protect our culture and climate. Our parents understand the desire for communication and that it takes a tribe to care for each student. Trust of staff continues to increase as students continue to return from virtual learning. Our community is strong; our Family Engagement Specialist, Counselor, Interventionist, and Communities in Schools Social Worker work in overdrive to pour out resources. These include our Jet wash and dry services to wash clothes and volunteer on campus, the Candy Evans Food Pantry sourced by the Tarrant Area Food Bank, our Clothing Closet, and our snack program. Because of this, our parents know that the resources here are always available to them. They trust us to come with new concerns knowing we prioritize viable solutions. Our community is very involved from the Rosedale Park Alumni and Dunbar Alumni Association to Junior League, The Homes for Children, Pillar Church, The Rotary Club, Junior League Fort Worth, and Freedom Church, our community partners.

During the 2022-23 school year, all Teachers welcomed a new curriculum in that of Creative Curriculum in pre-k, Amplify Literacy for Kindergarten - Fifth grade, and Eureka Math for Kindergarten - Fifth grade. Throughout the summer, Teachers individually participated in over 20 hours of intense training that continued in Pyramid PLCs for over 14 hours through the school year to collaborate with their colleagues and develop best practices. Weekly, our Professional Learning Communities (PLCs) met by grade level to review units and modules for upcoming weeks and rehearse lessons to glean feedback from their grade level peers. Our PLCs also served as a safe place to discuss data and create plans for ensuring students mastered concepts and grew at least one grade level by the end of the year.

Under the leadership of our Assistant Principal and the 105 crew comprised of four Counselor, Interventionist, and CIS, our campus continues to implement the Ron Clark Academy HOUSE system

Student Learning

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Out of 220 students in grades K-5

25% Above Grade Level Material (GLM), 36% In GLM, and 40% Below GLM

25% on target, 7% some risk, and 68% High risk.

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Reading

2nd (Eng): 43.5% App, 15.2 % Meets, 0% Masters

3rd (Eng): 20% App, 11% Meets, 7% Masters

3rd (Span): 100% App, 0% Meets, 0% Masters

4th (Eng): 17 % App, 22 % Meets, 0 % Masters

5th (Eng): 33 % App, 22% Meets, 0 % Masters

5th (Span): 38% App, 0 % Meets, 38% Masters

Math

2nd: 39% App, 7% Meets, 11 % Masters

3rd: 30% App, 9% Meets, 2 % Masters

4th: 38% App, 3% Meets, 3 % Masters

5th: 36% App, 14% Meets, 4% Masters

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STAAR Reading

3rd Eng: 37% App, 18% Meets, 4% Masters

3rd Span: 100% App, 50% Meets, 50% Masters

4th Eng: 23% App, 10% Meets, and 0 % Masters

4th Span: 64% App, 9% Meets, and 9% Masters

STAAR Math

3rd: 48% App, 17% Meets, and 3% Masters

4th: 43% App, 34% Meets, and 3% Masters

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School Processes & Programs

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During the 2022 - 2023 school year, the District/Campus implemented a new Reading and Math Program/ Curriculum. This year was our 3rd year of implementing the LEXIA Core 5 program to support readers at various levels. The teachers are now more knowledgeable of how to utilize the various resources to support students. For the past five years, we have had a decreased number of core teacher turnover, which aided in the teacher's experience with using the FWISD Curriculum, Instructional, and Literacy Framework as well as the supporting resources. This also supported students familiarity with teachers as they've seen them in the hallway. All of these teachers participated in ongoing PLCs where they were able

teachers have established systems to support the use of technology in the classroom and at home.

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Perceptions

Priority Problem Statements

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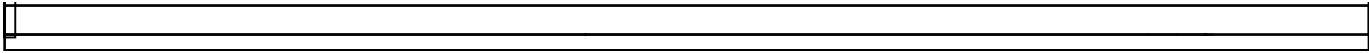
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Fluvtkv" I qcn"3 Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Uejqqn"Rgthqt o cpeg"Qdlgevkg"4 *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 43.5% to 50% by May 2024.

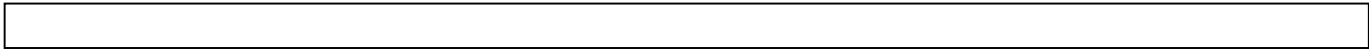
*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 31.6% to 40% by May 2024.

*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 40.2% to 50% by May 2024.

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Uvtevgi {"3 Improve the quality and alignment of Tier 1 instruction for all students by enhancing Teacher Quality and building capacity through ongoing Professional Learning sessions for the implementation of the District Amplify and Literacy Curriculum.



Fkvtkev" I qcn"3 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.

Uejqqn"Rgthqt o cpeg"Qdlgevkg"5 *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 37.5% to 50% by May 2024.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 35.5% to 50% by May 2024.

*Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 37.3% to 47% by May 2024.

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Uvtcvgi {"3 Teachers in Kindergarten - 5th grade will participate in Campus Planning PLCs to support the internalization, delivery, and analysis of lessons to ensure explicit and engaging lessons are being presented so all students are showing growth in Literacy.

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Fluvtkv" I qcn"4 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.

Uejqqn"Rgthqt o cpeg"Qdlgevixg"3 Increase the percentage of PK students who score On Track on Circle Math from 75% to 80% by May 2024.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (Econ. Disadvantaged) (gender, race, program, other) from 82.6 % to 90% by May 2024.

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Fluvtkv" I qcn"4 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.

Uejqqn"Rgthqt o cpeg"Qdlgevkg"4 Increase the percentage of Kinder students who score On Track on TX-KEA Math from 67% to 80% by May 2024.

Tentative Addition as we are possibly not using TX KEA BOY to EOY. It is only used BOY.

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 45% to 52% by May 2024.

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Uvtcvgi {"3 Teachers in Kindergarten will participate in Campus Planning PLCs to support the internalization, delivery, and analysis of lessons to ensure explicit and engaging lessons are being presented so all students are showing growth in Math.

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Fgoqiterjku

Fkuvtkev" I qcn"5 Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Uejqqn"Rgthqt o cpeg"Qdlgevkg"3 Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 27.9% to 45% by May 2024.

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 25.3% to 35% by May 2024.

Jki j"Rtkqtkv{

JD5"Fkuvtkev" I qcn

Gxcnwcvkqp"Fevc"Uqwtegu< UVCCT

Uvtcvgi {"3 Engage in PLCs that include planning sessions, learning walks, vertical articulation, and data analysis that communicate clear expectations and strategies to ensure quality Tier I instruction with student /teacher accountability utilizing the district's curriculum and the new resources (Amplify), materials, and technology

Uvtcvgi {}u"Gzrgevfg" TguwnvK o rcev<

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Tgxkyu

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Kpvpgfgf"Cwfkpeg< Vgejgtu"cpf"Uwfgpvu

Rtqxkfgt"l"Rtgupvgt"l"Rgtuqp"Turqpukdg<

Fkvtkev" I qcn"5< Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Uejqqn"Rgthqt o cpeg"Qdlgevkg"4< Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 27.9%to 35% 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 17.7% to 25% by May 2023.

Jki j"Rtkqtkv{

Gxcnwevkqp"Fcvc"Uqwtegu< UVCCT

Uvtcvgi {"3< Engage in PLCs that include planning sessions, learning walks, vertical articulation, and data analysis that communicate clear expectations and strategies to ensure quality Tier I instruction with student /teacher accountability utilizing the district's curriculum and the new resources (Eureka), materials, and technology.

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Vkvg"K<

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/"VGC"Rtkqtkvkgu<

Dwknf" c" hqwpfcvkqp"qh" tgcfkpi"cpf" o cvj."Ko rtqvg"nqy /rgthqt okpi" uejqqu

/"GUH"Ngxgtu<

Ngxgt"3<Uvtqpi"Uejqqn"Ngcftgtujkr"cpf"Rncppkpi."Ngxgt"6<" Jki j/Swenkv{ "Kpuvtwevkqpcn" Ocvgtkcnu"cpf" Cuuguu o gpvu."Ngxgt"7<"Ghhgevkg"Kpuvtwevkqp

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Tgxkg y u

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Fkuvtkev" I qcn"6< Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Uejqqn"Rgthqt o cpeg"Qdlgevkg"3< Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 9% to 6% by May 2024.

Jki j"Rtkqtkv{

Gxcnwevkqp"Fcvc"Uqwtegu< Hqewu

Uvtcvgi {"3< Establish an active attendance committee with well-defined roles that create action steps (procedures) that consistently analyzes and monitors the attendance data to identify and track students with chronic or high absences in order to eliminate the barriers that exist and provide equitable resources and support that are valuable to the students and parents.

Uvtcvgi {)u"Gzrgevfg" Tguwnvk o rcev< Vjg"ewttgpn"eqjqtv"qh"gpqngf"uvwfgpvu"vjcv"ygtg"kfgpvkhkgf"cu"uvwfgpvu"ykvj"ejtqpkeljkij"cdugpegu"kp"vjg"4244/4245"uejqqn">{ gct."yknm fgetgcug"htqo"; ' '*48"uvwfgpvu+"vq"8 ' '*39"qt"hg ygt"uvwfgpvu+

Uvchh" Tgurqpukdng" hqt" Oqpkvqtkpi< Cuuv0"Rtkpekrcn."Eqwpugnqt."Ecug"Ocpcigt."Hc o kn{ "Gpic ig o gpv"Urgeknkuv."cpf"Fcvc"Engtm

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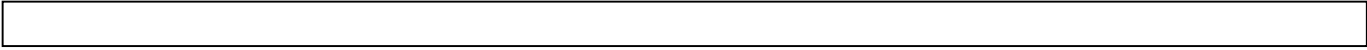
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Cevqap'Uvgr'4'Fgycknu

Tgxkg y u

Fkuvtker" I qcn"6<



Fkvtkev" I qcn"6< Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Uejqqn"Rgthqt o cpeg"Qdlgevkg"5< Maintain the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 15 to 13 by May 2024.

Jki j"Rtkqtkv{

Gxcnwevkqp" Fcvc"Uqwtegu< Hqewu."Dtcpej kpi"Okpf" Tgrqtv"*OVUU+."cpf"Hqewu"Eqpvcev" ("Pqvgu

Uvtcvgi {"3< Build positive relationship and create a sense of belonging with the Walton Community by engaging students in authentic conversations and activities that connects them to others (i.e. HOUSE, CIRCLE, Family Nights, Workshops, Community Service Projects, and Celebrations/Recognition Programs).

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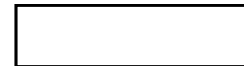
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Fkuvtkev" I qcn"6< Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Uejqqn"Rgthqt o cpeg"Qdlgevkxg"6< Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 0% to _40% by May 2023.





Jki j"Rtkqtkv{

Gxcnwckqp"Fcvc"Uqwtegu< Repqtc o c"Fcvc

Uvtcvgi {"3< Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 5 to 8 by May 2024.

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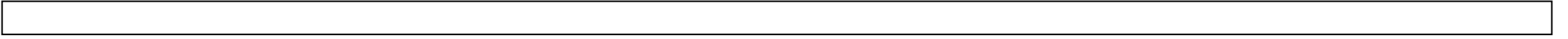
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Campus Funding Summary

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Addendums

REPORTING

years ago, and the middle class is disappearing.

an attempt to increase the number of students who graduate from high school.

It is a good idea.

an attempt to increase the number of students who graduate from high school.

It is a good idea.

an attempt to increase the number of students who graduate from high school.

It is a good idea.

NOTE



Annual Title I Parent Meeting

The requirement: All schools receiving Title I, Part A funds are

Title I, Part A Program

Explain why the school is participating in Title I, Part A (schoolwide or targeted assistance) – emphasize this program is intended to improve student academic achievement

Explain the requirements of the Title I, Part A program

Emphasize the right of parents to be involved in the school's programs and describe specific opportunities for their participation: volunteer in child's classroom, observe classroom activities, participate in decisions relating to the education of their children, assist in the review and revision of policy, compact, and Title I plan, serve on parent advisory board, etc.

The LEA Title I Plan addresses how the LEA will use Title I, Part A funds within the school district. Typically, in Texas, requirements of the Title I Plan are incorporated into the District Improvement Plan (DIP) and the Campus Improvement Plan (CIP). Topics include:

P o l i c y a n d C o m p a c t

Distribute and review the written parental involvement policy and school-parent compact



The school-parent compact is a written agreement ..

That describes how parents and families, school staff, and students share



Curriculum

- “ Explain the school’s curriculum
- “ Describe the forms of academic assessment used to measure student progress
- “ Provide information about the achievement levels of the State academic standards
- “ STAAR testing calendar (not required but suggested)





Reservation of Funds, 1% Set-Aside

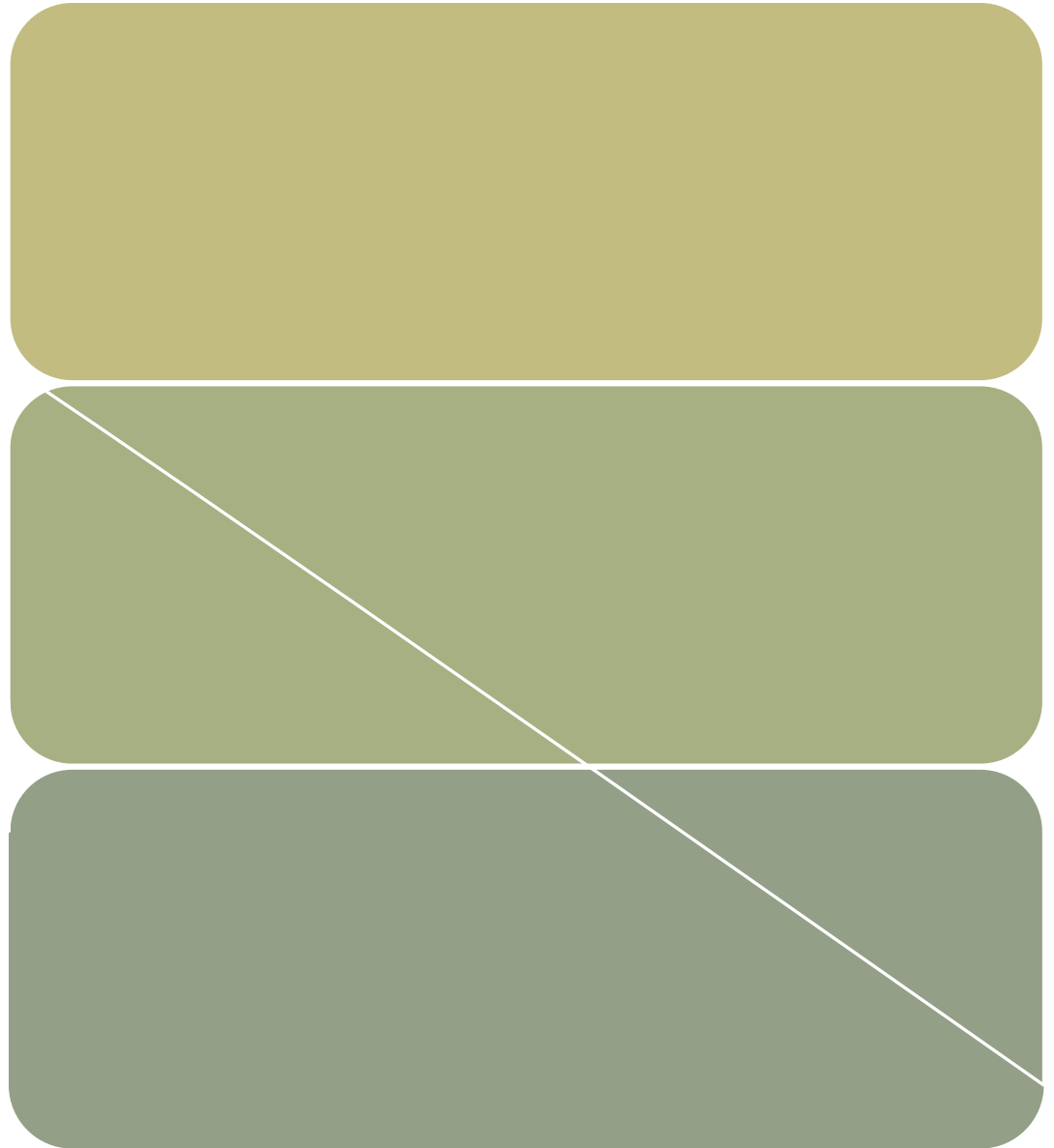
Any local education area (LEA) with a Title I, Part A allocation exceeding \$500,000 is required by statute to set-aside 1% of its Title I, Part A allocation for parent and family engagement

Of that 1%, 10% may be reserved at the LEA for system-wide initiatives and administrative expenses related to parent and family engagement

Of the 1%, 90% must be allocated to the Title I schools in the LEA to implement school-level parent and family engagement

Title I, Part A parents have the right to be involved in the decisions regarding how these funds will be used for parent and family engagement activities

Teacher Qualifications



Parents Right-to- Know

Schools are required to notify parents that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification requirements at the grade level and subject area in which the teacher has been assigned, Section 1112 (e) (1) (B)



W h o t o C o n t a c t

Rediesha C. Allen, Principal, 817-815-3300

Jacquelyn Jolly, Counselor

Valerie Glenn, Nurse





Document, Document, Document!

Maintain records of how the meeting(s) was publicized and how parents were notified

Provide an agenda

Provide sign-in sheets with date, time, name, and person's title

Maintain an accurate record of the minutes

⇒ A DCF H5 B H.
⇒ b 'h\ Y 'a]bi hYg'cZ'a YYh]b [gž'XcW' a Ybh'Ubm'
gi [[Ygh]cbg'UbX'fYgdcbgYg'Zfca 'h\ Y 'dUfYbhg"

Benefits of Parent and Family

Through effective communication with parents, teachers can have the greatest impact on their day-to-day success with students. With parents on their side, teachers can more effectively manage most academic and behavioral issues that arise. When the most important adults in a child's life are working together, students benefit enormously.

-Lee and Marleen Canter





THINK ... TALK ... WRITE

Partner with those at your table to discuss the following questions:

What are the strengths of your school and community?

In what ways are your school, families, and community working together effectively?

What are the possible benefits when schools, parents and families, and community groups work together?

What might schools, parents and families, and the community do differently to work together more successfully?



What Are the Benefits?

What are the benefits for...

Students?

Parents and families and the community?

For teachers, administrators, and other
school staff?

Student Benefits

Higher grades and test scores

More likely to complete homework

Better attendance

Fewer placements in special education

More positive attitudes and better behavior

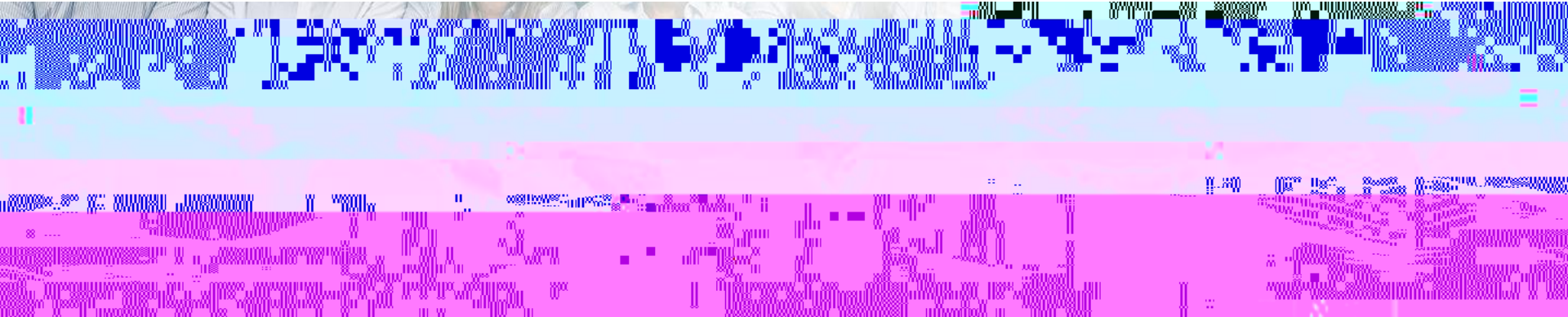
Higher graduation rates

Greater enrollment in postsecondary
education



School Benefits

- Improved teacher morale
- Higher ratings of teachers by parents
- More support from families
- Higher student achievement
- Better reputations in the community

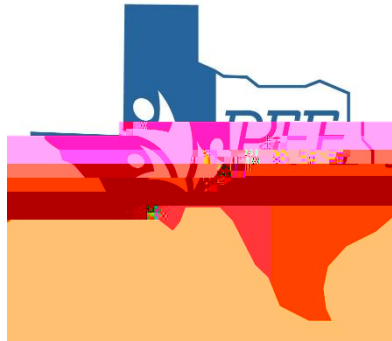


P a r e n t
a n d
F a m i l y
B e n e f i t
S

Title I, Part A Parent and Family Engagement Statewide Initiative

At Region 16 Education Serviced Center

Funded by Texas Education Agency



For more information contact,
t1pfe@esc16.net

