

**Fort Worth Independent School District**  
**150 Oakhurst Elementary School**  
**2023-2024 Improvement Plan**



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# Comprehensive Needs Assessment

Revised/Approved: May 1, 2023

## Needs Assessment Overview

### Needs Assessment Overview Summary

#### Mission

We aim to empower all students to become independent, lifelong learners by fostering socio-emotional and intellectual needs in a safe, innovative learning community that celebrates diversity.

#### Vision

To transform inquisitive and compassionate learners into global leaders.

#### Value Statement

Oakhurst Eagles SOARR, we are safe, organized, achievement-focused, respectful, and responsible, and we are college-bound!

# Demographics

## Demographics Summary

### Demographics Summary

Oakhurst Elementary is a traditional neighborhood school that was built in 1927. It services students in grades PK-5 (ages 4-11) and RISE. It is the largest elementary school in the Riverside Pyramid. Oakhurst Elementary is a Title I campus in Fort Worth ISD, in Fort Worth, Texas. Oakhurst is part of the Riverside community, which is predominantly a Hispanic community in north Fort Worth. Many of our students come from multi-generational homes whose parents also attended Oakhurst. The current enrollment at Oakhurst is 506 total students. Our current enrollment is 476 students. The stakeholders in our school are our teachers, administrators, leadership team, parents, SBDM team members, and our community developer and philanthropist, Mr. Riddick. We include all these members in implementing the improvement plan by meeting regularly with these various groups and discussing campus needs. We have also partnered with a non-profit organization (Rainwater), whose purpose is to assist Oakhurst in becoming a family-centric school. Last semester, we partnered with OutTeach and another community sponsor to clean out our school garden, build planter boxes, and create an outdoor learning space. We have six teachers actively teaching lessons in the garden, and our GT students use it bi-weekly. Oakhurst has partnered up with Blue Zones, and we now have a food pantry on campus.

### Mobility

The last published mobility rate for Oakhurst was 14.5%. This is lower than our district (16.5%). The Rainwater Foundation helps Oakhurst Elementary partner up with other organizations to support in areas of need such as mobility. We have partnered with MHMR and Help Me Grow North Texas to conduct porch visits. The visits focus on interviewing parents and identifying and assessing the student and family's basic needs and mental health needs. A list of resources is provided to assist with rental assistance, utility assistance, and SNAP applications. A list of food pantries is provided for families in need of food.

### Class Size/Classroom Ratios

The average class size ranges from 20 to 22 students. 5th-grade classes tend to be larger, with up to 30 students in each class

Grade	Student of Teacher Ratio (21-22 TAPR Report)
PK	20:1
K	19:1
1st	19.5:1
2nd	19:1
3rd	18:1
4th	15:1
5th	26:1

### Attendance

Attendance rates seem to remain stagnant: 21-22 at 93.16%, our attendance average for the fall semester was at 93.08% for 22-23 school year. Teachers highly promote being at school and on time. Perfect attendance and good attendance (0-2 days absent) are recognized at the end of the year. Our school's PTO and our Adopt Our School Partners give incentives to students with perfect and good attendance. Plans are made for students who have chronic absences or tardiness. Phone calls and home visits are made to improve the attendance of the students who are considered chronically absent. Students who are considered chronically absent are recognized for improving their attendance. Porch visits are made to discuss reasons for absences. The non-profit organizations help us help parents who need help with attendance such as meeting basic needs (food, uniforms...)

## Student Population

The majority of students who attend Oakhurst Elementary are Hispanic. Our Hispanic population is currently at 92.9% Other student groups that attend our campus are:

Asian: .6%

African-American: 2.7%

Hispanic: 92.9%

Two or more: 1.1%

White: 2.7%

## Males/Females

Grade Level	Male	Female
Pre-K	36	19
K	26	42
1st	26	29
2nd	47	29
3rd	43	30
4th	42	29
5th	31	45

According to TAPR, our White and African-American population has decreased, while our Hispanic population has increased this current school year. During the 2021-2022 school year our Hispanic population 91%, our African American population was 3%, and our White population was at 3.8%. During our current school year our Hispanic population is 92.9%, African-Americans at 2.7% and White at 2.7%.

## Community

For the past 20 years, the community has been predominantly Hispanic. The past two years, we have experienced a slight demographic shift with more White and African American families moving to the Riverside community. The majority of the families have at least one working parent. Most of our parents work in blue collar jobs. Many families speak Spanish with minimal education in their native language from their home country. 88.6% of our families are considered Economically Disadvantaged, meaning that they are below the poverty line. Only about 50% own their home.

## Demographics Strengths

### Programs

Oakhurst has various programs at our school that meet the varying needs of our students. We provide services in bilingual/ESL, gifted and talented, special education, dyslexia, and fine arts. All of these programs align with our belief that all students can learn when their differentiating needs and interests are considered.

### Discipline

Oakhurst teachers are well versed in restorative discipline practices and PBIS, which leads to excellent classroom management overall. Our students respond well to these interventions. Therefore, we have minimal discipline referrals, no suspensions, and no expulsions. The few students that are sent to the office require minimal disciplinary actions. Therefore, student discipline issues do not greatly hinder their learning.

### Attendance Rates/Retention

Grade	Attendance Rates- 4th Cycle (According to 22-23 Cycle Report)
Pre-K	92.9 %
K	92.0%
1st	91.9%
2nd	93.5%
3rd	95.2%
4th	93.7%
5th	94.2%
Overall	93.4%

Retention Rates according to the 21-22 TARP report is 1.3% for each 1st grade level and 0% for the rest of the grade levels. 12% of the students are frequently tardy.

### Student Groups

A breakdown of enrollment by student groups would be (based on 21-22 TAPR Report):

Economically Disadvantaged- 88.9%

Special Education- 8.5%

Gifted & Talented- 5.0%

At-Risk- 82.2%

Dual Language Program- 63.8%

ESL Program- .6%

Title 1- 100%

Homeless- 2.9%

Migrant- 0%

Military Connected- 0.8%

### Student needs

Oakhurst has various programs at our school that meet the varying needs of our students. We provide services in bilingual/ESL, gifted and talented, special education, dyslexia, and fine arts. All of these programs align with our belief that all students can learn when their differentiating needs and interests are considered. The students who are failing or at risk of failing tend to be chronically absent. The students are not as engaged in instructional activities.

### High quality teachers

Oakhurst employs a high-quality, talented staff, with most of our teachers having 11-20 years of experience. The staff closely mirrors the student groups with regards to race and ethnicity.

### Our Staff based on the 2021 -22 TARP:

	Years of Exp
Beginning Teachers	0%
1-5 Years Experience	32%
6-10 Years Experience	15.6%
11-20 Years Experience	34.9%
21-30 Years Experience	14.5%
Over 30 Years Experience	2.9%

Our staff consists of the following ethnicities:

Teacher by Ethnicity	Percentage
African American	3.7%
Hispanic	58.2%
White	35.2%
Asian	2.9%

Our teachers educational levels are as follows: Bachelors: 68%; Masters 29.1%; Doctorate 2.9%.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** According to school records, only 5.9% of the students were identified as students with dyslexia as compared to the national average of 15%.

**Root Cause:** Testing process took longer this year due to the transition from 504 to SPED that caused delay in the process.

**Problem Statement 2:** Only 6% of our students are identified as Gifted and Talented. **Root Cause:** GT Process changed from paper to virtual and our parents are not technology literate. The school needs to advertise and advocate for GT enrollment.



# Student Learning

## Student Learning Summary

### Student Learning Student Learning

Summary Oakhurst Elementary has been rated as a B campus in our state accountability system. Our overall score in 21-22 was an 88%, receiving two distinction designations on: Comparative Closing the Gaps and Postsecondary Readiness.

	Approaches		Meets		Masters	
	2022	2021	2022	2021	2022	2021
<b>Math (all grades)</b>	77%	58%	50%	30%	28%	14%
African America	*	14%	*	14%	*	14%
Hispanic	76%	59%	51%	30%	28%	13%
White	80%	38%	40%	15%	20%	15
Asian	*	*	*	*	*	*
Two or more Races	*	*	*	*	*	*
SE	67%	60%	57%	55%	24%	20%
Continuously Enrolled	76%	59%	51%	30%	29%	13%
Non-Cont. Enrolled	84%	48%	42%	30%	16%	22%
ED	75%	56%	49%	28%	27%	13%
EL	77%	62%	53%	30%	31%	14%
<b>Reading (all grades)</b>	75%	63%	49%	33%	22%	16%
African American	*	29%	*	29%	*	21%
Hispanic	76%	65%	50%	33%	22%	16%
White	60%	46%	40%	23%	30%	15%
Asian	*	*	*	*	*	*
Two or More	*	*	*	*	*	*
SE	67%	65%	57%	50%	29%	15%
Continuously Enrolled	75%	63%	47%	33%	21%	16%
Non-Cont. Enrolled	74%	63%	63%	33%	32%	11%

	Approaches		Meets		Masters	
	2022	2021	2022	2021	2022	2021
ED	73%	62%	48%	32%	22%	15%
EL	76%	64%	50%	31%	22%	17%
<b>Science (5th Grade)</b>	43%	51%	20%	15%	3%	4%
African American	*	*	*	*	*	*
Hispanic	43%	54%	19%	15%	3%	4%
White	*	0%	*	0%	*	0%
SE	50%	50%	50%	50%	25%	0%
Continuously Enrolled	41%	51%	17%	16%	3%	4%
Non-Cont. Enrolled	50%	50%	33%	10%	0%	0%
ED	41%	51%	18%	14%	3%	3%
EL	47%	52%	20%	14%	3%	5%
All Grades & All Subjects	71%	58%	45%	29%	22%	13%

Closing the Gaps-Oakhurst is 7th out of 40 similar schools with a score of 89-earning us a distinction for the top 25%.

Postsecondary Reading-50% or higher in Grade 3-8 Meets or above in Reading and Math.

Are we earning Distinction Designation for achievement?

In 2021-22, we received distinction designations on Postsecondary Readiness and Comparative Closing the Gaps.

In 2018-19, we received distinction designations in the areas of Postsecondary Readiness and Comparative Closing the Gaps.

In 2017-18, we received the Comparative Closing the Gaps distinction designation.

### Student Learning Strengths

Our 1-5th grade MAP Growth scores are at or above the district in both reading and math. Our Kindergarten math and reading scores are a little lower than the districts.

Our 2nd grade RP students had the lowest percentage of students who met their MOY goal in Math and in Math on MAP Growth.

According to our Lexia data at the BOY we had a total of 81% of students reading below grade level, 15% on grade level, and 4% above grade level. Our current data on Lexia shows that 32% of our students are reading below grade level, 40% are on grade level, and 29% are above grade level.

According to the PK Circle Assessment, there was an increase in phonological awareness in DL students from 89% at the beginning of the year to 97% at the middle of the year.

The RIT score for MAP Growth Math

	BOY		MOY		EOY		BOY-to-MOY
Grade Level	N Tested	Avg RIT	N Tested	Avg RIT	N Tested	Avg RIT	Diff Avg RIT
KG	18	137	21	146			9
01	55	153	50	165			12
02	75	174	71	182			8
03	65	181	69	191			10
04	68	196	69	204			8
05	73	209	70	213			4
All	354	181	350	190			9

The RIT Score for MAP Growth English Reading

	BOY		MOY		EOY		BOY-to-MOY
Grade Level	N Tested	Avg RIT	N Tested	Avg RIT	N Tested	Avg RIT	Diff Avg RIT
KG	18	128	21	141			13
01	20	150	17	163			13
02	75	165	71	175			10
03	65	179	68	188			9
04	68	192	69	200			8
05	69	203	67	208			5
All	315	179	313	187			8

The RIT Score for MAP Growth Spanish Reading

	BOY		MOY		EOY		BOY-to-MOY
Grade Level	N Tested	Avg RIT	N Tested	Avg RIT	N Tested	Avg RIT	Diff Avg RIT
KG	49	136	48	146			10
01	35	147	33	162			15
02	36	168	34	175			7
03	38	180	39	189			9
All	162	157	157	167			10

Student performance on STAAR is aligned with the performance on local benchmark assessments. Overall, results show that we scored higher on the STAAR than on the benchmark results in each performance level. This can be a result of the teachers focusing on conducting targeted interventions to move students to the meets and master's levels. While benchmark data is aligned to the STAAR, our report card data does not show alignment. Teachers allow students for multiple opportunities to redo failing assignments.

The faculty and staff work diligently to make sure our at-risk students are successful. Teachers provide small-group instruction to meet the differentiated needs of their students. After-school tutoring is available for struggling students, and enrichment activities are a part of our after-school program. In addition, Saturday school is available for all students.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 49% of students in K-5th did not meet their MOY Map Growth in Math. **Root Cause:** Professional Development was not tailored to the supplemental resources in the new math curriculum.

**Problem Statement 2 (Prioritized):** 53% of students in grades k-5 did not meet their MOY Map Growth in Reading in English. **Root Cause:** Not using enough data during PLCs to drive instruction.

# School Processes & Programs

## School Processes & Programs Summary

## School Processes & Programs Summary

Oakhurst Elementary has a recruiting committee that includes staff from diverse cultural, ethnic, and racial backgrounds. The recruiting committee interviews selects and assigns teachers to specific vacancies.

High-quality teachers are retained by fostering a positive school culture, building relationships, and providing support and mentoring. High-quality teachers are placed in classrooms to teach subjects based on student needs and teacher strengths.

Our campus develops instructional leaders by fostering a culture of continuous education. Administrators offer an open door policy where teachers can meet and discuss areas to improve to make them leaders. All instructional leaders have clear roles and responsibilities. Committees are led by these instructional leaders.

## Programs

Oakhurst Elementary offers Dual Language instruction, Regular Program instruction, Gifted and Talented Services, Dyslexia, Special Education, RISE (Reaching Independence Through Structured Education), after-school programs, Spelling Bee, Math Bee, Battle of the Books, Reading Club, intervention and enrichment services, mentors.

All programs at Oakhurst Elementary are aligned with the school and district's vision, mission, goal, and values.

All programs focus on a safe environment and high expectations.

According to the TAPR report from 2021-2022, the following number of students are enrolled in programs:

Special Education: 41

Bilingual/ESL- 308

Gifted and Talented- 24

Dyslexia- 22

Teachers follow the instructional frameworks and program students into STEAM based on the required district curriculum. In addition, the campus participates in other activities such as Cliburn Programs for the Arts, and Saturday Learning Quest. The after-school program emphasizes technology, mathematics, and Science as appropriate.

Oakhurst Elementary also has a grant focused on creating a Family-Centric Model-which focuses on parental engagement and the social and emotional health of students and families.

## Master Schedule

The master schedule is built so that grade levels have planning periods at the same time to facilitate collaborative common planning. Teachers meet during PLCs to discuss planning, teaching, data, and student work. Students are able to receive intervention before, during, after school, and Saturday school. The after-school program serves to provide intervention and enrichment to selected students. Summer school is offered yearly to identified students either for intervention or enrichment. The instructional time is protected for teachers with only minimal disruptions for extreme emergencies.

At Oakhurst Elementary, equity of services is provided to students based on needs.

Early Childhood (PK, Kinder) transitions include language testing, ASQ (Ages and Stages Questionnaire) development screening; social emotional support from the counselor. Students in PK and Kindergarten are integrated into the school culture from the first day of school.

5th grade to middle school transitions include having the middle school counselor meet with the 5th graders to help with course selection. The elementary school counselor conducts guidance lessons focusing on the differences between elementary and middle school. The purpose of the guidance lessons is to ease the transition from elementary to middle school. The leadership team meets with 5th graders often to provide them with all of the options available to them in middle school such as honors classes, schools of choice, and electives.

### **Student Safety**

During the 2021-2022 school, one case of physical aggression toward the teacher and other students was reported. School administrators, counselors, and school psychologists met to discuss the creation of a student support plan. The child was withdrawn and enrolled in another school within the District.

## **School Processes & Programs Strengths**

### **PLC's**

PLCs are focused on determining areas in need of improvement. Root causes are identified and action steps are created during PLCs. Teachers and administrators collaborate to create action plans to address areas needing growth. A committee meets to discuss the focused improvement plan and determine if changes are needed.

Data meetings are held to track progress toward our intended outcomes/performance objectives. During PLCs, teachers track growth/progress and determine what is needed to ensure the intended outcomes are achieved. Information regarding school progress and objectives is held with stakeholders. Stakeholders are held accountable in supporting school progress towards the campus goals.

Data is reviewed to determine what professional development is needed in order to address the root causes of low performance. A professional development plan is created at the beginning of the school year to address the root causes. Professional development is delivered either through PLC's or staff meetings. The Professional Development plan is revisited and revised based on data or teacher information.

All teachers plan instruction aligned with state standards based on data and student needs. Teachers execute well-planned aligned lessons following the school district curriculum/instructional frameworks. Data is maintained by teachers. The data is then analyzed to create action plans to differentiate instruction for all learners. Targeted intervention is conducted for at-risk students based on all data available. Enrichment is conducted for students who are already at grade level and need support to achieve at the master's level.

### **Stakeholders**

Stakeholders such as parents, community members, business members, and staff are involved in the decision-making process of our improvement plan.

### **Promotion of College/Career**

This year Oakhurst partnered with Junior Achievement to conduct Career Day.

Our programs are successful at helping students become aware of all the possibilities that are available to them. Oakhurst Elementary highly encourages students to apply to different programs of choice schools. The leadership team helps parents and students through the application process. Overall, our students and parents are more aware of college, career, and community opportunities that are provided after high school graduation.

Every student at Oakhurst Elementary has access to a district-issued Chromebook.

### **Planning**

Teachers are allowed to plan collaboratively with peers and administrators to support the development of powerful teaching and learning. School administrators conduct frequent walk-throughs to provide feedback on improving instruction.

The District adopted Instructional Framework has aligned the curriculum and assessment to TEKS with a year-long scope and sequence. Teachers at Oakhurst Elementary use the scope and sequence to plan and execute rigorous lessons.

All lesson plans and instructions are objective and data-driven. Feedback regarding lesson plans is given to teachers on a weekly basis. The lesson plans include formative assessments, the gradual release model, and activities.

Technology is integrated into daily lessons. Oakhurst Elementary is a Common Sense-certified school.

### **Classroom Management/Bullying**

Based on TTESS data, 97% of the teachers are proficient or higher in classroom management. Our teachers utilize PBIS strategies, TBRI, and Restorative practices to improve their classroom management.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** During the 2022-2023 school year, there was only one Regular Program class in Pre-K, Kinder, 3rd, 4th, and 5th grade making it difficult for teachers to plan literacy instruction in English. **Root Cause:** Time for PLCs was allocated on the master schedule, but we had different pieces of training during PLCs, taking time that was meant to be for planning away from teachers.

**Problem Statement 2 (Prioritized):** 32% of students K-5th are not reading on grade level on Lexia **Root Cause:** A plan on how to incorporate small groups during WIN time was not created where teachers can pull small groups and target the skills needed for each student.

# Perceptions

## Perceptions Summary

## Perceptions Summary

### Attendance:

Attendance for Oakhurst Elementary is an area that needs improvement. Our attendance data is as follows:

#### 2022-23 Attendance 1st semester:

Hispanic- 93.3% (442 students), African-American 90.2% (14 students), White 89.2% (15 students), Two or More 91.1% (5 students), Other Other 96.7% (3 students)

#### 2021-22 Attendance 1st semester:

Hispanic- 93.4% (447 students), African-American 89.64% (17 students), White 90.13% (19 students), Two or More 93.02% (3 students), Asian 93.89% (3 students), LEP 94.56%, SE 91.10%, LEP not served 93.60%; Campus overall 93.16%

### Discipline:

Students have not been placed in a DAEP since the 2011 school year. Discipline is handled by school administrators. Training is provided to teachers resulting in few disciplinary issues.

Conflict is reduced by applying PBIS and TBRI strategies. Identified students are given mentors that promote positive relationships and social skills such as interacting with others.

### Teacher turnover:

The turnover rate at Oakhurst Elementary is traditionally very low.

### Parent/Stakeholder Participation:

Parent/guardian/community participation rates are measured by sign-in sheets at events. This current school year we had different events that allowed parents and stakeholders to participate. The events that we had were: Music programs for all grade levels, Coffee with the Principal, Student Led Conferences followed by dinner with parents and their families, Math & Science Night, Literacy Night, Science Fair, Fine Arts Night, PTO afterschool events, After School Program, and Soccer Team.

The school involves stakeholders during monthly site-based decision-making committee meetings. All stakeholders are given an opportunity to give input into sharing strategies to engage parents. Stakeholders also give input into the budget to determine how best to utilize funds to meet student needs focusing on student success.

Oakhurst Elementary is participating in a grant that heavily focuses on incorporating a family-centric school model.

The community is highly supportive of our goals. Community members often volunteer their time to support our mission/vision. Business representatives are not as highly supportive. One philanthropist is highly engaged in increasing student achievement at Oakhurst Elementary.

Some parents do have non-traditional working hours which makes it a bit difficult for them to engage in campus events.

### Student perception:



Overall, students view their school and learning environment favorably.

### **Programs:**

School is challenging for students. Students who show areas of giftedness are referred to GT or Talent Pool services. Students are expected to make at least one year of growth in all academic areas. The after-school program and the Fine Arts allow students to receive a well-rounded education.

### **Parent & Guardian Perception:**

Parents and guardians describe Oakhurst Elementary as a safe and welcoming place. Current engagement measures have led to a strong foundation of parent investment. According to a parent survey conducted in 2018, one parent stated “It feels like home”...another parent stated, “It’s a safe neighborhood...that is what I am most proud of”.

The fact that a lot of our students are multigenerational Oakhurst students shows that there is a rich history within our school.

### **Community Perceptions:**

According to a survey conducted in 2018, the community describes the school as “Oakhurst is a community with a lot of history, pride, and unity with a population that is growing and changing.” Community members feel that communication is a top priority. The school staff and community members are able to connect. Families are invited to play an active role in student learning.

### **Teacher Perceptions:**

95% of the teachers at Oakhurst Elementary love to teach and view the results of their work with students. There is a sense of pride when it comes to student achievement. Teachers display student work inside and outside of the classroom. The Arts teachers have created social media pages to display student work which facilitated a sense of fulfillment in teachers.

### **Administrator Support**

Teachers are supported by the administration by having an open-door policy. Feedback regarding instruction is given often. The leadership team supports teachers by providing additional support such as professional development, mentoring, one on one conferencing to discuss instructional practices. In addition, mental health and wellness services are offered to our teachers to help mitigate daily stressors.

### **Perceptions Strengths**

### **Perceptions Strengths**

This current year, we have had a decrease in our attendance rates possibly due to Covid-19 during the first semester. However, in the 4th and 5th six weeks attendance increased.

For the past three years, none of our students have been placed in DAEP. Our teachers and staff are trained in Positive Behavior Intervention Strategies and Trust Based Relational Interventions resulting in a decrease in student disciplinary referrals and DAEP placements. Classroom management and relationship building are priorities in the first week of school leading to a pattern of improved social-emotional health.

The staff at Oakhurst wants all students to be academically successful. We are promoting a growth mindset amongst all students. We prepare all students for success in college, career, and community leadership. According to the Panorama survey, 100% of teachers and staff answered favorably when asked if the school is an inviting work environment.

The public views Oakhurst Elementary as a high-performing campus as a result of the 88 school rating in 2019. Great schools rates Oakhurst Elementary as 6/10 summary rating; 3/5

stars; Google rates Oakhurst at 3.4/5 (21 reviews)

### **Programs:**

Dual Language, GT, dyslexia, 504, RTI, and other rigorous programs are in place to ensure students have success from one grade level to the next. Teachers meet to discuss proper placement for students.

MTSS, 504, GT, Dyslexia services...etc are programs that are in place for teachers to ensure that all students are successful. In addition, teachers are able to engage in after-school and Saturday school interventions to address the needs of all students.

### **Parent Support**

Parents and guardians learn and understand their child's learning standards, learning expectations, and progress through one-on-one student-led conferencing. Parents meet with teachers at least three times a year to review academic progress and future learning goals. Teachers demonstrate skills following the I do, we do, you do model to help parents reinforce learning at home.

Parents and guardians are involved in activities to improve student achievement and school performance by attending the Student Led Conferences, communicating with the teachers via the blackboard platform, newsletters, and positive phone calls.

Pathways such as conducting home visits and bringing resources directly needed to parents are utilized to engage and support the community. The school partners with the neighborhood association to ensure pathways are created each school year to continue to support the community.

### **Teacher Perceptions:**

Teachers enjoy teaching at Oakhurst. It is evident because many teachers continue to teach here beyond 5+ years...Teacher turnover data also reflects that teachers consider this school a great place.

There are low incidents in regard to behavior. Our community is a safe, tight-knit community that focuses on safety for all. Staff feels like they belong on campus. Many teachers engage in before-school or after-school activities with families. In addition, a large percentage of our teachers are active members of our school PTO.

### **Administrator Support**

PLCs are held weekly to conduct strong professional development so that teachers can improve the art of teaching and provide new, innovative teaching tools

Teachers work together through team teaching, meeting as grade levels, weekly during PLCs to support each other. Teachers conduct peer-to-peer observations to ensure that rigorous instructional practices are occurring in each classroom.

### **Stakeholders**

Stakeholders, business partners, and community leaders are active participants in the day-to-day business operations of Oakhurst Elementary. These individuals engage in SBDM meetings, and informational meetings regarding instruction, budgets, school processes, and policies to ensure that feedback is given to meet the vision, mission, and goals of Oakhurst Elementary.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** PK-5th grade average daily attendance percentage is 93.4% for the current academic school year. **Root Cause:** Very little information was provided to parents on the importance of school attendance and approved reasons to keep children at home. We have not had in the past a system to identify students with chronic absences at an early stage

**Problem Statement 2:** A total of 9 infractions were written during the 22-23 school year. **Root Cause:** Teachers only received one training on PBIS at the beginning of the school year.

# Priority Problem Statements

**Problem Statement 1:** PK-5th grade average daily attendance percentage is 93.4% for the current academic school year.

**Root Cause 1:** Very little information was provided to parents on the importance of school attendance and approved reasons to keep children at home. We have not had in the past a system to identify students with chronic absences at an early stage

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** According to school records, only 5.9% of the students were identified as students with dyslexia as compared to the national average of 15%.

**Root Cause 2:** Testing process took longer this year due to the transition from 504 to SPED that caused delay in the process.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** 53% of students in grades k-5 did not meet their MOY Map Growth in Reading in English.

**Root Cause 3:** Not using enough data during PLCs to drive instruction.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 49% of students in K-5th did not meet their MOY Map Growth in Math.

**Root Cause 4:** Professional Development was not tailored to the supplemental resources in the new math curriculum.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** 32% of students K-5th are not reading on grade level on Lexia

**Root Cause 5:** A plan on how to incorporate small groups during WIN time was not created where teachers can pull small groups and target the skills needed for each student.

**Problem Statement 5 Areas:** 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)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data

- Campus leadership data
- T-TESS data

**Parent/Community Data**

- Parent engagement rate

**Support Systems and Other Data**

- Organizational structure data
- Budgets/entitlements and expenditures data
- Study of best practices

# District Goals

Revised/Approved: August 1, 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:** \*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 71% to 76% by May 2024.

\*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 97% to 98% by May 2024.

\* Increase the percentage of Hispanic students testing in English on our campus from 68.4% to 73.4% by May 2024.

**Evaluation Data Sources:** Circle Assessment

**Strategy 1:** Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

**Strategy's Expected Result/Impact:** By May 2024, Circle Phonological Awareness English will be used to monitor student progress toward at least 76% of the students on track.

**Staff Responsible for Monitoring:** Teachers

Administrators

Data Analyst

**Title I:**

2.4, 2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Demographics 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> PLC's will be held to review student reading data, and student work, and create plans to accelerate student success using the curriculum. <b>Intended Audience:</b> Pre- K Teachers <b>Provider / Presenter / Person Responsible:</b> Administration, Data Analyst, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Collaborating Departments:</b> Early Learning <b>Delivery Method:</b> In-person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> According to school records, only 5.9% of the students were identified as students with dyslexia as compared to the national average of 15%. <b>Root Cause:</b> Testing process took longer this year due to the transition from 504 to SPED that caused delay in the process.



**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 27% to 32% 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 17% to 22% by May 2024.  
\*Increase the percentage of Kindergarten-3rd grade students who Meet or Exceed grade-level expectations on key MAP Fluency indicators in English from 48% to 53% by May 2024

**Evaluation Data Sources:** MAP Fluency

**Strategy 1:** Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based on student needs with district-approved resources (Amplify/SAVVAS/Estrellita/Esperanza/Lunita/Escalera/Lexia/Neuhaus) and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

**Strategy's Expected Result/Impact:** MAP Fluency and Lexia

**Staff Responsible for Monitoring:** Teachers, Data Analysts, Instructional Coaches, Administrators

**Title I:**  
2.4, 2.5, 2.6  
- **TEA Priorities:**  
Improve low-performing schools  
- **ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Kinder-3rd grade teachers will utilize MAP Fluency every six weeks for progress monitoring assessment and monitor student growth using the MAP Fluency Analysis tool during a PLC. <b>Intended Audience:</b> Teachers, Instructional Coaches, Data Analysts, Administration <b>Provider / Presenter / Person Responsible:</b> Data Analyst <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In-person		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

### Student Learning

**Problem Statement 2:** 53% of students in grades k-5 did not meet their MOY Map Growth in Reading in English. **Root Cause:** Not using enough data during PLCs to drive instruction.

**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 3:** \*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 57% to 62% by May 2023.

\*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 57% to 62% by May 2023.

\*Increase the percentage of K-5 of Hispanic students who meet or exceed their projected growth on MAP Growth Reading in English from 57% to 62 by May 2024.

**Evaluation Data Sources:** MAP Data & Lexia

**Strategy 1:** Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

**Strategy's Expected Result/Impact:** \*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 57% to 62% by May 2023.

\*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 57% to 62% by May 2023.

\*Increase the percentage of K-5 of Hispanic students who meet or exceed their projected growth on MAP Growth Reading in English from 57% to 62 by May 2024.





**Staff Responsible for Monitoring:** Teachers  
Administrators  
Data Analyst

**Title I:**  
2.4, 2.5, 2.6  
**- TEA Priorities:**  
Build a foundation of reading and math  
**- ESF Levers:**  
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Supplement Tier 1 Instruction by providing additional reading resources with a focus on increasing reading comprehension. <b>Intended Audience:</b> 80% of students in grades K-5 will utilize Accelerated Reader on a weekly basis as measured by AR tracking tools. <b>Provider / Presenter / Person Responsible:</b> Librarian <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In-person  <b>Funding Sources:</b> Accerelated Reader - Title I (211) - 211-11-6329-04E-150-30-510-000000-24F10 - \$3,900	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> PLCs will be held to review student reading data and create plans to accelerate student success using the curriculum. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Data Analysts, Administrators, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Collaborating Departments:</b> ADQ <b>Delivery Method:</b> In-person  <b>Funding Sources:</b> Data Analyst - Title I (211) - 211-13-6119-04E-150-30-510-000000-24F10 - \$94,047, Supplies and materiasl for instructional use - BEA (199 PIC 25) - 199-11-6329-001-150-25-313-000000 - \$2,805	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> After School tutoring will be provided for Tier 2 and Tier 3 students. 70% of Tier 2 and 3 students will meet or exceed their goal on MAP Growth Reading. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Teachers, Data Analyst <b>Date(s) / Timeframe:</b> October 2023- May 2024 <b>Collaborating Departments:</b> Nonce <b>Delivery Method:</b> In-person  <b>Funding Sources:</b> Extra Duty - Title I (211) - 211-11-6116-04E-150-30-510-000000-24F10 - \$8,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<b>Action Step 5:</b> By May 2024, 60% of students in grades K-5 will be on grade level on Core5. Monitor the usage of Core5 in grades k-5, by tracking the data using campus-wide data trackers. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Teachers, ILT <b>Date(s) / Timeframe:</b> August-May <b>Collaborating Departments:</b> none <b>Delivery Method:</b> in-person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> 53% of students in grades k-5 did not meet their MOY Map Growth in Reading in English. <b>Root Cause:</b> Not using enough data during PLCs to drive instruction.

**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 1:** Increase the percentage of PK students who score On Track on Circle Math from 85% to 90% by May 2024.  
 Maintain the percentage of PK Dual Language students who score On Track on Circle Math from 100% to 100% by May 2024.  
 Increase the percentage of PK RP students who score On Track on Circle Math from 85%to 90% by May 2024.

**Evaluation Data Sources:** Circle Math

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention, and formative assessment from the Curriculum Framework.

**Strategy's Expected Result/Impact:** By May 2024, Circle Math results will be used in Pre-K to monitor student progress toward at least 90% of students being on track.  
 Increase the percentage of PK RP students who score On Track on Circle Math from 85%to 90% by May 2024.

**Staff Responsible for Monitoring:** Data Analysts, Instructional Coach, and Administrators

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> PLCs will be held to review student math data and create plans to accelerate student success using the curriculum. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Data Analyst/Instructional Coach, Administrators <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Collaborating Departments:</b> Early Learning <b>Delivery Method:</b> In-person  <b>Funding Sources:</b> Student supplies for GT students - Gifted & Talented (199 PIC 21) - - \$461, Student supplies for SPED - SPED (199 PIC 23) - - \$3,173	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> 49% of students in K-5th did not meet their MOY Map Growth in Math. <b>Root Cause:</b> Professional Development was not tailored to the supplemental resources in the new math curriculum.

**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 65% to 70% by May 2024.  
Increase the percentage of Kinder RP students who score On Track on TX-KEA math from 16% to 21% by May 2024.

**Evaluation Data Sources:** TX-KEA

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, intervention, and formative assessment from the Curriculum Framework.

**Strategy's Expected Result/Impact:** By May 2024, TX-KEA results will reflect at least 70% of kinder students scoring on track.

**Staff Responsible for Monitoring:** Teachers, Administrators, Data Analysts

**Title I:**  
2.4, 2.5, 2.6  
**- TEA Priorities:**  
Build a foundation of reading and math  
**- ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Track weekly walkthroughs and feedback on Eduphoria Strive with a goal of 100% of teachers achieving Proficient or Accomplished in T-TESS Domains 2 and 3 by May 2024. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Administrators <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In-Person		Formative			Summative
		Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<b>Action Step 2:</b> PLCs will be held to review student math data and create plans to accelerate student success using the curriculum. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Data Analyst, Instructional Coach, Administrators <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> In-Person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### School Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> 49% of students in K-5th did not meet their MOY Map Growth in Math. <b>Root Cause:</b> Professional Development was not tailored to the supplemental resources in the new math curriculum.

**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 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 68% to 73% by May 2024.  
Increase the percentage of economic disadvantage students who meet or exceed projected growth on MAP Growth Math from 58.3% to 63.3% by May 2024.

**Evaluation Data Sources:** MAP Growth Math  
DreamBox

**Strategy 1:** Develop the capacity of PK-5 teachers to implement FWISD Math Framework through targeted professional development in critical thinking, problem-solving application, and use of district-approved resources to maximize student learning and instruction.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 68% to 73% by May 2024.  
Increase the percentage of economic disadvantage students who meet or exceed projected growth on MAP Growth Math from 58.3% to 63.3% by May 2024.

**Staff Responsible for Monitoring:** Teachers, Data Analyst, Instructional Coach, Administrators

**Title I:**  
2.4, 2.5, 2.6  
**- TEA Priorities:**  
Build a foundation of reading and math  
**- ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> A total of 4 Learning Walks will be taking place, 3 during the Fall semester and 1 during the Spring semester, for vertical and horizontal alignment for the new math curriculum. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Data Analysts, Instructional Coach, Administrators <b>Date(s) / Timeframe:</b> September 2023- February 2024 <b>Collaborating Departments:</b> Math <b>Delivery Method:</b> In-person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> After-school tutoring will be provided for Tier 2 and 3 students. 70% of Tier 2 and 3 will meet or exceed MAP Growth by May 2024. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Teachers, Data Analyst, Instructional Coach, Administration <b>Date(s) / Timeframe:</b> October 2023-May 2024 <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In-person  <b>Funding Sources:</b> After School Tutoring - Title I (211) - 211-11-6116-04E-150-30-510-000000-24F10 - \$4,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<b>Action Step 3:</b> Track weekly walkthroughs and feedback in Eduphoria Strive with a goal of 100% of teachers achieving Proficient or Accomplished in T-TESS Dimensions 2 and 3 by May 2024. <b>Intended Audience:</b> Teachers, Administrators, Instructional Coach <b>Provider / Presenter / Person Responsible:</b> Administrators <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In-person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
<b>Action Step 4:</b> PLCs will be held to review student reading data and create plans to accelerate student success using the curriculum. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Data Analysts, Administrators, Instructional Coach <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Collaborating Departments:</b> ADQ <b>Delivery Method:</b> In-person  <b>Funding Sources:</b> Progress Learning - SCE (199 PIC 24) - 199-11-6399-001-150-24-313-000000- - \$6,174	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
<b>Action Step 5:</b> My May 2024, students in Kinder-5th grade will be completing a minimum of 5 lessons weekly. Monitor the usage of DreamBox by using campus-wide data trackers. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Teachers, ILT <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In-person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 3 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> 49% of students in K-5th did not meet their MOY Map Growth in Math. <b>Root Cause:</b> Professional Development was not tailored to the supplemental resources in the new math curriculum.

**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 47% to 52% by May 2024.

Increase the percentage of 3rd-grade Dual Language students scoring at MEETS or above on STAAR Reading from 40% to 45% by May 2024.

**Evaluation Data Sources:** STAAR

**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:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 47% to 52% by May 2023.  
Increase the percentage of 3rd-grade Dual Language students scoring at MEETS or above on STAAR Reading from 40% to 45% by May 2023.

**Staff Responsible for Monitoring:** Teachers, Data Analyst, Instructional Coach, Administrators

**Title I:**  
2.4, 2.5, 2.6  
**- TEA Priorities:**  
Build a foundation of reading and math  
**- ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 2

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Teachers will participate in a pull-out progress monitoring to analyze data, and student work, and create plans for student success. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Data Analysts, Instructional Coach, Administrators <b>Date(s) / Timeframe:</b> September 2023- April 2024 <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In-person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> The principal and 2 teachers will be attending quality QTEL professional development to support Tier 1 instruction. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Principal, teachers <b>Date(s) / Timeframe:</b> Summer 2024 <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> QTEL Institute - Title I (211) - 211-23-6411-04E-150-30-510-000000-24F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> 53% of students in grades k-5 did not meet their MOY Map Growth in Reading in English. <b>Root Cause:</b> Not using enough data during PLCs to drive instruction.

**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 48% to 53% by May 2024.

Increase the percentage of 5th Dual Language students scoring at MEETS or above on STAAR Math from 40% to 45 % by May 2024.

**Evaluation Data Sources:** STAAR

**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:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 48% to 53% by May 2024.  
Increase the percentage of 5th Dual Language students scoring at MEETS or above on STAAR Math from 40% to 45 % by May 2024.

**Staff Responsible for Monitoring:** Data Analysts, Instructional Coach, Administrators, Teachers

**Title I:**





2.4, 2.5, 2.6

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Teachers will participate in a pull-out progress monitoring to analyze data, and student work, and create plans for student success. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Data Analysts, Instructional Coach, Administrators <b>Date(s) / Timeframe:</b> September 2023- April 2024 <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In-person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> The principal and 2 teachers will be attending quality QTEL professional development to support Tier 1 instruction. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Principal, Teachers <b>Date(s) / Timeframe:</b> Summer 2024 <b>Delivery Method:</b> In-Person  <b>Funding Sources:</b> QTEL Institute - Title I (211) - 211-13-6411-04E-150-30-510-000000-24F10 - \$11,481.55	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> 49% of students in K-5th did not meet their MOY Map Growth in Math. <b>Root Cause:</b> Professional Development was not tailored to the supplemental resources in the new math curriculum.



**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 35% to 25% by May 2024.

**Evaluation Data Sources:** Focus

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

**Strategy's Expected Result/Impact:** Increase the overall attendance from 94.7 to 98% by May 2024.

**Staff Responsible for Monitoring:** Teachers, Family Engagement Specialists, Administrators

**Title I:**





4.1, 4.2

**- TEA Priorities:**

Build a foundation of reading and math

**Problem Statements:** Perceptions 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> By August 4th create an attendance plan to include attendance letters, SART meetings, phone calls to home, and registration in telehealth services, and communicate the plan with Staff and Parents. <b>Intended Audience:</b> Parents <b>Provider / Presenter / Person Responsible:</b> FES, Nurse, Counselor, and Assistant Principal <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Collaborating Departments:</b> Parent Engagement Department <b>Delivery Method:</b> Letters, blackboard, in-person, telephone, and home visits	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> SST team will meet 6 times, once every six weeks, to review students on MTSS and identify intervention plans and monitor progress and look at attendance. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Counselor, Instructional Coach, Administrators <b>Date(s) / Timeframe:</b> September 2023- May 2024 <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In-Person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
<b>Action Step 3:</b> By August 31. every classroom has a Calm Down corner where students will have access to tools to help regulate their social-emotional needs. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Administrators <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Delivery Method:</b> In-person  <b>Funding Sources:</b> SEL fitgets for Calm Down Corner - SCE (199 PIC 24) - 199-11-6399-001-150-24-313-000000- - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 1 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> PK-5th grade average daily attendance percentage is 93.4% for the current academic school year. <b>Root Cause:</b> Very little information was provided to parents on the importance of school attendance and approved reasons to keep children at home. We have not had in the past a system to identify students with chronic absences at an early stage

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

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel from 10 to 0 by May 2024.  
Decrease the number of discipline referrals by school personnel for students from 10 to 0 by May 2024.

**Evaluation Data Sources:** Focus  
Discipline Report  
ADQ Cycle Reports

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture

**Strategy's Expected Result/Impact:** Decrease the overall number of discipline referrals by school personnel from 10 to 0 by May 2024.  
Decrease the number of discipline referrals by school personnel for students from 10 to 0 by May 2024.

**Staff Responsible for Monitoring:** Counselors, Teachers, Administrators

**Title I:**  
2.4, 2.5, 2.6  
**- TEA Priorities:**  
Build a foundation of reading and math

**Problem Statements:** Perceptions 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> By August 11, teachers and administrators will create a campus-wide behavior matrix that will minimize student office referrals <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Assistant Principal <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In-person		Formative			Summative
		Nov	Jan	Mar	June
<div><div>0%</div>No Progress</div> <div><div>100%</div>Accomplished</div> <div><div>→</div>Continue/Modify</div> <div><div>✗</div>Discontinue</div>					

**School Performance Objective 2 Problem Statements:**

### Perceptions

**Problem Statement 1:** PK-5th grade average daily attendance percentage is 93.4% for the current academic school year. **Root Cause:** Very little information was provided to parents on the importance of school attendance and approved reasons to keep children at home. We have not had in the past a system to identify students with chronic absences at an early stage

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

**School Performance Objective 3:** Decrease the number of out-of-school suspensions for Hispanic students from 1 to 0 by May 2024.

**Evaluation Data Sources:** Focus, Discipline Report, ADQ Cycle Reports, RDA Discipline Link

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture

**Strategy's Expected Result/Impact:** Decrease the number of out-of-school suspensions for Hispanic students from 1 to 0 by May 2024.

**Staff Responsible for Monitoring:** Assistant Principal





**Title I:**

2.4, 4.1

- **TEA Priorities:**

Improve low-performing schools

**Problem Statements:** Perceptions 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> By August 11, teachers and administrators will create a campus-wide behavior matrix that will minimize student office referrals <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Assistant Principal <b>Date(s) / Timeframe:</b> August 2023- May 2024 <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In-person		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**School Performance Objective 3 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> PK-5th grade average daily attendance percentage is 93.4% for the current academic school year. <b>Root Cause:</b> Very little information was provided to parents on the importance of school attendance and approved reasons to keep children at home. We have not had in the past a system to identify students with chronic absences at an early stage

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

**School Performance Objective 4:** 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 3 to 5 by May 2024.

**Evaluation Data Sources:** Evaluation Data Sources: Promotion and Communication Artifacts, Event Attendance Sheets, Parent Feedback, SBDM Agenda and Minutes, Student Leadership Input, Student Club Offerings and Rosters

**Strategy 1:** Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLC's, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes





**Strategy's Expected Result/Impact:** 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 3 to 5 by May 2024.

**Staff Responsible for Monitoring:** ILT

**Title I:**  
4.1, 4.2  
**- TEA Priorities:**  
Connect high school to career and college

**Problem Statements:** Perceptions 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> A monthly calendar newsletter will be sent out every month to parents notifying them of upcoming school events. <b>Intended Audience:</b> Parents <b>Provider / Presenter / Person Responsible:</b> Counselor <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In-person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Parent Partnership meetings will be held every month to discuss campus-wide initiatives. <b>Intended Audience:</b> Parents <b>Provider / Presenter / Person Responsible:</b> Counselors, Family Engagement Specialists, Family Community Partnership Managers, Administrators <b>Date(s) / Timeframe:</b> August 2023-May 2024 <b>Collaborating Departments:</b> None <b>Delivery Method:</b> In- Person  <b>Funding Sources:</b> Refreshments for Parents - Parent Engagement - 211-61-6499-04L-150-30-510-000000-24F10 - \$2,790	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

#### School Performance Objective 4 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> PK-5th grade average daily attendance percentage is 93.4% for the current academic school year. <b>Root Cause:</b> Very little information was provided to parents on the importance of school attendance and approved reasons to keep children at home. We have not had in the past a system to identify students with chronic absences at an early stage

# Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	2	Accerelated Reader	Reading materials for classroom use	211-11-6329-04E-150-30-510-000000-24F10	\$3,900.00
1	3	1	3	Data Analyst	Data Analyst	211-13-6119-04E-150-30-510-000000-24F10	\$94,047.00
1	3	1	4	Extra Duty	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-150-30-510-000000-24F10	\$8,000.00
2	3	1	2	After School Tutoring	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-150-30-510-000000-24F10	\$4,000.00
3	1	1	2	QTEL Institute	Travel for Principal and Assistant Principal (PD)	211-23-6411-04E-150-30-510-000000-24F10	\$5,000.00
3	2	1	2	QTEL Institute	Travel for Teachers and Data Analysts (PD)	211-13-6411-04E-150-30-510-000000-24F10	\$11,481.55
Sub-Total							\$126,428.55
Budgeted Fund Source Amount							\$126,428.55
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	4	Progress Learning	Supplies and materials for instructional use	199-11-6399-001-150-24-313-000000-	\$6,174.00
4	1	1	3	SEL fitgets for Calm Down Corner	Supplies and materials for instructional use	199-11-6399-001-150-24-313-000000-	\$1,000.00
Sub-Total							\$7,174.00
Budgeted Fund Source Amount							\$7,174.00
+/- Difference							\$0.00



Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2	Refreshments for Parents	Snacks for Parents to promote participation	211-61-6499-04L-150-30-510-000000-24F10	\$2,790.00
Sub-Total							\$2,790.00
Budgeted Fund Source Amount							\$2,790.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3	Supplies and materials for instructional use	Reading materials - instruction	199-11-6329-001-150-25-313-000000	\$2,805.00
Sub-Total							\$2,805.00
Budgeted Fund Source Amount							\$2,805.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1	Student supplies for GT students	GENERAL SUPPLIES		\$461.00
Sub-Total							\$461.00
Budgeted Fund Source Amount							\$461.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1	Student supplies for SPED	GENERAL SUPPLIES		\$3,173.00
Sub-Total							\$3,173.00
Budgeted Fund Source Amount							\$3,173.00
+/- Difference							\$0.00
Grand Total Budgeted							\$142,831.55

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Grand Total Spent							\$142,831.55
+/- Difference							\$0.00

# Addendums

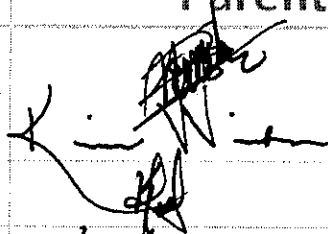
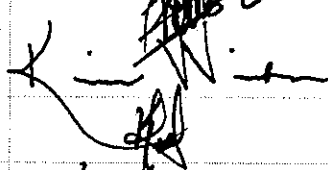

# Title 1 Meeting

September 18, 2023

	Parent Signature	Student (s) Name (s)
1.	Maria Garcia	Christopher Hermosillo
2.	Luz Elena Herrera	Miaceleste Ojeda
3.	Mayra Montoya	Alexander Arambula
4.	Brenda Sigala	Jesus Lechuga
5.		
6.		
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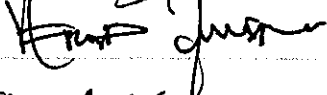

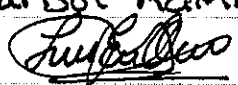
# Title 1 Meeting

September 18, 2023

	Parent Signature	Student (s) Name (s)
1.		Jared, Sara, Dana, Mtz.
2.		Aaliyah and Avery Wilkerson
3.		Karla Stephanie Genovez
4.	Kenneth Obregon	Osbaldobregon
5.	Andrea Garcia	Yatziry Trejo
6.	Miriam Galindo	<del>Miriam Galindo</del>
7.	Ana Prieto	Sofia Alex Samata Ortiz Prieto
8.	Erika Saldivar	Hiram Milo Ruiz-Saldivar
9.	Laura Mauricio	Alan Yazira y Martin Hernandez
10.	Denise Lopez	Sara Lopez
11.	Cecilia French	Liliana French
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		

# Title 1 Meeting

September 18, 2023

	Parent Signature	Student (s) Name (s)
1.		Hector T. Martinez
2.		VIVIANA C. BENITEZ
3.	Angelina servin	MILAN VAZQUEZ
4.		MATEO VELOZ
5.	Danailma Espinosa	DIANA KARLA MEDINA ESPINOSA.
6.	Marisol Ramirez D	Clara Lopez R
7.		Marcos Puente
8.	Ana Romero	Maria Chavez
9.	Marco Antonio Campos	Darwin Campos Bombela
10.	Salvador Chavez	Maria Chavez
11.	Teresa Vega	DANIEL BURGOS
12.	Bianca Cano	Erick Zaravia
13.	Jessica Obregon	Jessica Perez.
14.	Zulma Alvarado	Darlyn Janine Elena
15.	Milagro Baires	Madeleine Mojica
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		
24.		
25.		

# Oakhurst Elementary

## ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
- Respetar y valorar la diversidad que cada estudiante y su familia traen a mi salón
- Mantener un ambiente que motive el aprendizaje activo
- Asignar un registro de lectura diaria
- Proporcionar tarea que refuerce la instrucción diaria
- Ser un buen modelo para los estudiantes
- Tener conferencias de padre y maestro cuando sea necesario

### Padre(s)

- Debo creer que mi niño(a) tiene la capacidad de aprender
- Enviar a mi niño(a) a la escuela todos los días a las 7:50am
- Ser respetuoso y de apoyo a mi niño(a) y a todos en la escuela
- Tener conversaciones diarias con mi niño(a) sobre sus actividades escolares
- Leer con mi niño(a) cada día
- Tener un lugar designado para que mi niño(a) haga su tarea
- Firmar y regresar todos los documentos que requieran mi firma
- Asistir a las conferencias de padre y maestro cuando sea necesario

### Estudiante

- Debo creer que yo tengo la capacidad de aprender
- Asistir a la escuela todos los días a las 7:50am
- Venir a la escuela preparado(a) para aprender
- Hacer preguntas cuando necesite ayuda
- Entregar todas las tareas
- Seguir las reglas de la escuela y el código de conducta del estudiante
- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: Valencia Valenzuela

Padre(s): Kenia Gonzalez

Estudiante: Margie Granados

Jeremy Granados

**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
- Be a good role model for students
- Hold parent-teacher conferences when needed

**Parent**

- Believe that my child has the potential to learn
- Send my child to school every day by 7:50 am
- Be respectful and supportive of my child and everyone at school
- Have a daily discussion with my child about his/her school activities
- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent's signature
- Attend parent-teacher conferences when needed

**Student**

- Believe that I have the potential to learn
- Come to school every day at 7:50 am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_

Student: \_\_\_\_\_



# Oakhurst Elementary

## ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
- Respetar y valorar la diversidad que cada estudiante y su familia traen a mi salón
- Mantener un ambiente que motive el aprendizaje activo
- Asignar un registro de lectura diaria
- Proporcionar tarea que refuerce la instrucción diaria
- Ser un buen modelo para los estudiantes
- Tener conferencias de padre y maestro cuando sea necesario

### Padre(s)

- Debo creer que mi niño(a) tiene la capacidad de aprender
- Enviar a mi niño(a) a la escuela todos los días a las 7:50am
- Ser respetuoso y de apoyo a mi niño(a) y a todos en la escuela
- Tener conversaciones diarias con mi niño(a) sobre sus actividades escolares
- Leer con mi niño(a) cada día
- Tener un lugar designado para que mi niño(a) haga su tarea
- Firmar y regresar todos los documentos que requieran mi firma
- Asistir a las conferencias de padre y maestro cuando sea necesario

### Estudiante

- Debo creer que yo tengo la capacidad de aprender
- Asistir a la escuela todos los días a las 7:50am
- Venir a la escuela preparado(a) para aprender
- Hacer preguntas cuando necesite ayuda
- Entregar todas las tareas
- Seguir las reglas de la escuela y el código de conducta del estudiante
- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: Ms. Moreno

Padre(s): Marco Antonio Campos

Estudiante: Darwin Campos

**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
- Be a good role model for students
- Hold parent-teacher conferences when needed

**Parent**

- Believe that my child has the potential to learn
- Send my child to school every day by 7:50 am
- Be respectful and supportive of my child and everyone at school
- Have a daily discussion with my child about his/her school activities
- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent's signature
- Attend parent-teacher conferences when needed

**Student**

- Believe that I have the potential to learn
- Come to school every day at 7:50 am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_

Student: \_\_\_\_\_

# Oakhurst Elementary

## ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
- Respetar y valorar la diversidad que cada estudiante y su familia traen a mi salón
- Mantener un ambiente que motive el aprendizaje activo
- Asignar un registro de lectura diaria
- Proporcionar tarea que refuerce la instrucción diaria
- Ser un buen modelo para los estudiantes
- Tener conferencias de padre y maestro cuando sea necesario

### Padre(s)

- Debo creer que mi niño(a) tiene la capacidad de aprender
- Enviar a mi niño(a) a la escuela todos los días a las 7:50am
- Ser respetuoso y de apoyo a mi niño(a) y a todos en la escuela
- Tener conversaciones diarias con mi niño(a) sobre sus actividades escolares
- Leer con mi niño(a) cada día
- Tener un lugar designado para que mi niño(a) haga su tarea
- Firmar y regresar todos los documentos que requieran mi firma
- Asistir a las conferencias de padre y maestro cuando sea necesario

### Estudiante

- Debo creer que yo tengo la capacidad de aprender
- Asistir a la escuela todos los días a las 7:50am
- Venir a la escuela preparado(a) para aprender
- Hacer preguntas cuando necesite ayuda
- Entregar todas las tareas
- Seguir las reglas de la escuela y el código de conducta del estudiante
- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: Ms. PINZON

Padre(s): DANAIMA ESPINOSA MONZÓN

Estudiante: DIANA KARLA MEDINA ESPINOSA.

**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT 2022-2023**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
- Be a good role model for students
- Hold parent-teacher conferences when needed

**Parent**

- Believe that my child has the potential to learn
- Send my child to school every day by 7:50 am
- Be respectful and supportive of my child and everyone at school
- Have a daily discussion with my child about his/her school activities
- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent's signature
- Attend parent-teacher conferences when needed

**Student**

- Believe that I have the potential to learn
- Come to school every day at 7:50 am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_

Student: \_\_\_\_\_

# Oakhurst Elementary

## ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
- Respetar y valorar la diversidad que cada estudiante y su familia traen a mi salón
- Mantener un ambiente que motive el aprendizaje activo
- Asignar un registro de lectura diaria
- Proporcionar tarea que refuerce la instrucción diaria
- Ser un buen modelo para los estudiantes
- Tener conferencias de padre y maestro cuando sea necesario

### Padre(s)

- Debo creer que mi niño(a) tiene la capacidad de aprender
- Enviar a mi niño(a) a la escuela todos los días a las 7:50am
- Ser respetuoso y de apoyo a mi niño(a) y a todos en la escuela
- Tener conversaciones diarias con mi niño(a) sobre sus actividades escolares
- Leer con mi niño(a) cada día
- Tener un lugar designado para que mi niño(a) haga su tarea
- Firmar y regresar todos los documentos que requieran mi firma
- Asistir a las conferencias de padre y maestro cuando sea necesario

### Estudiante

- Debo creer que yo tengo la capacidad de aprender
- Asistir a la escuela todos los días a las 7:50am
- Venir a la escuela preparado(a) para aprender
- Hacer preguntas cuando necesite ayuda
- Entregar todas las tareas
- Seguir las reglas de la escuela y el código de conducta del estudiante
- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: MY PINZON

Padre(s): MARCO RAMIREZ A

Estudiante: CLARA LOPEZ R

**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT 2022-2023**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
- Be a good role model for students
- Hold parent-teacher conferences when needed

**Parent**

- Believe that my child has the potential to learn
- Send my child to school every day by 7:50 am
- Be respectful and supportive of my child and everyone at school
- Have a daily discussion with my child about his/her school activities
- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent's signature
- Attend parent-teacher conferences when needed

**Student**

- Believe that I have the potential to learn
- Come to school every day at 7:50 am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_

Student: \_\_\_\_\_

**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT 2022-2023**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
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- Read with my child each day
- Provide a designated place for my child to do homework
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- Come to school every day at 7:50 am
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- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: Mr. Rodriguez

Parent: Teresa Vega

Student: Daniel Burgos

# Oakhurst Elementary

## ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
- Respetar y valorar la diversidad que cada estudiante y su familia traen a mi salón
- Mantener un ambiente que motive el aprendizaje activo
- Asignar un registro de lectura diaria
- Proporcionar tarea que refuerce la instrucción diaria
- Ser un buen modelo para los estudiantes
- Tener conferencias de padre y maestro cuando sea necesario

### Padre(s)

- Debo creer que mi niño(a) tiene la capacidad de aprender
- Enviar a mi niño(a) a la escuela todos los días a las 7:50am
- Ser respetuoso y de apoyo a mi niño(a) y a todos en la escuela
- Tener conversaciones diarias con mi niño(a) sobre sus actividades escolares
- Leer con mi niño(a) cada día
- Tener un lugar designado para que mi niño(a) haga su tarea
- Firmar y regresar todos los documentos que requieran mi firma
- Asistir a las conferencias de padre y maestro cuando sea necesario

### Estudiante

- Debo creer que yo tengo la capacidad de aprender
- Asistir a la escuela todos los días a las 7:50am
- Venir a la escuela preparado(a) para aprender
- Hacer preguntas cuando necesite ayuda
- Entregar todas las tareas
- Seguir las reglas de la escuela y el código de conducta del estudiante
- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: \_\_\_\_\_

Padre(s): \_\_\_\_\_

Estudiante: \_\_\_\_\_



**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT 2022-2023**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
- Be a good role model for students
- Hold parent-teacher conferences when needed

**Parent**

- Believe that my child has the potential to learn
- Send my child to school every day by 7:50 am
- Be respectful and supportive of my child and everyone at school
- Have a daily discussion with my child about his/her school activities
- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent's signature
- Attend parent-teacher conferences when needed

**Student**

- Believe that I have the potential to learn
- Come to school every day at 7:50 am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: Ms. Escalante

Parent: Bianca N. Cano

Student: Erick Zaravia Cano

## Oakhurst Elementary

### ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

#### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
- • Respetar y valorar la diversidad que cada estudiante y su familia traen a mi salón
- Mantener un ambiente que motive el aprendizaje activo
- Asignar un registro de lectura diaria
- Proporcionar tarea que refuerce la instrucción diaria
- Ser un buen modelo para los estudiantes
- Tener conferencias de padre y maestro cuando sea necesario

#### Padre(s)

- Debo creer que mi niño(a) tiene la capacidad de aprender
- Enviar a mi niño(a) a la escuela todos los días a las 7:50am
- Ser respetuoso y de apoyo a mi niño(a) y a todos en la escuela
- Tener conversaciones diarias con mi niño(a) sobre sus actividades escolares
- Leer con mi niño(a) cada día
- Tener un lugar designado para que mi niño(a) haga su tarea
- Firmar y regresar todos los documentos que requieran mi firma
- Asistir a las conferencias de padre y maestro cuando sea necesario

#### Estudiante

- Debo creer que yo tengo la capacidad de aprender
- Asistir a la escuela todos los días a las 7:50am
- Venir a la escuela preparado(a) para aprender
- Hacer preguntas cuando necesite ayuda
- Entregar todas las tareas
- Seguir las reglas de la escuela y el código de conducta del estudiante
- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: \_\_\_\_\_

Padre(s): \_\_\_\_\_

Estudiante: \_\_\_\_\_

## Oakhurst Elementary

### ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

#### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
- Respetar y valorar la diversidad que cada estudiante y su familia traen a mi salón
- Mantener un ambiente que motive el aprendizaje activo
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- Proporcionar tarea que refuerce la instrucción diaria
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- Enviar a mi niño(a) a la escuela todos los días a las 7:50am
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- Tener conversaciones diarias con mi niño(a) sobre sus actividades escolares
- Leer con mi niño(a) cada día
- Tener un lugar designado para que mi niño(a) haga su tarea
- Firmar y regresar todos los documentos que requieran mi firma
- Asistir a las conferencias de padre y maestro cuando sea necesario

#### Estudiante

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- Asistir a la escuela todos los días a las 7:50am
- Venir a la escuela preparado(a) para aprender
- Hacer preguntas cuando necesite ayuda
- Entregar todas las tareas
- Seguir las reglas de la escuela y el código de conducta del estudiante
- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: Mrs Valenzuela

Padre(s): Milagro Bair

Estudiante: Madeine Mojica

**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT 2022-2023**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
- Be a good role model for students
- Hold parent-teacher conferences when needed

**Parent**

- Believe that my child has the potential to learn
- Send my child to school every day by 7:50 am
- Be respectful and supportive of my child and everyone at school
- Have a daily discussion with my child about his/her school activities
- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent's signature
- Attend parent-teacher conferences when needed

**Student**

- Believe that I have the potential to learn
- Come to school every day at 7:50 am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_

Student: \_\_\_\_\_

*[Faint, illegible handwritten signatures and text]*

## Oakhurst Elementary

### ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

#### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
- Respetar y valorar la diversidad que cada estudiante y su familia traen a mi salón
- Mantener un ambiente que motive el aprendizaje activo
- Asignar un registro de lectura diaria
- Proporcionar tarea que refuerce la instrucción diaria
- Ser un buen modelo para los estudiantes
- Tener conferencias de padre y maestro cuando sea necesario

#### Padre(s)

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- Enviar a mi niño(a) a la escuela todos los días a las 7:50am
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- Tener conversaciones diarias con mi niño(a) sobre sus actividades escolares
- Leer con mi niño(a) cada día
- Tener un lugar designado para que mi niño(a) haga su tarea
- Firmar y regresar todos los documentos que requieran mi firma
- Asistir a las conferencias de padre y maestro cuando sea necesario

#### Estudiante

- Debo creer que yo tengo la capacidad de aprender
- Asistir a la escuela todos los días a las 7:50am
- Venir a la escuela preparado(a) para aprender
- Hacer preguntas cuando necesite ayuda
- Entregar todas las tareas
- Seguir las reglas de la escuela y el código de conducta del estudiante
- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: Ms. Moreno

Padre(s): Andrea Garcia

Estudiante: Yatziry Trejo

**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
- Be a good role model for students
- Hold parent-teacher conferences when needed

**Parent**

- Believe that my child has the potential to learn
- Send my child to school every day by 7:50 am
- Be respectful and supportive of my child and everyone at school
- Have a daily discussion with my child about his/her school activities
- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent's signature
- Attend parent-teacher conferences when needed

**Student**

- Believe that I have the potential to learn
- Come to school every day at 7:50 am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_

Student: \_\_\_\_\_

# Oakhurst Elementary

## ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
- Respetar y valorar la diversidad que cada estudiante y su familia traen a mi salón
- Mantener un ambiente que motive el aprendizaje activo
- Asignar un registro de lectura diaria
- Proporcionar tarea que refuerce la instrucción diaria
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- Tener conferencias de padre y maestro cuando sea necesario

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- Enviar a mi niño(a) a la escuela todos los días a las 7:50am
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- Tener conversaciones diarias con mi niño(a) sobre sus actividades escolares
- Leer con mi niño(a) cada día
- Tener un lugar designado para que mi niño(a) haga su tarea
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### Estudiante

- Debo creer que yo tengo la capacidad de aprender
- Asistir a la escuela todos los días a las 7:50am
- Venir a la escuela preparado(a) para aprender
- Hacer preguntas cuando necesite ayuda
- Entregar todas las tareas
- Seguir las reglas de la escuela y el código de conducta del estudiante
- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: MISS Moreno

Padre(s): Miriam Angelica Galindo Ruiz

Estudiante: Jesus Manuel Victorino G.

**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
- Be a good role model for students
- Hold parent-teacher conferences when needed

**Parent**

- Believe that my child has the potential to learn
- Send my child to school every day by 7:50 am
- Be respectful and supportive of my child and everyone at school
- Have a daily discussion with my child about his/her school activities
- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent's signature
- Attend parent-teacher conferences when needed

**Student**

- Believe that I have the potential to learn
- Come to school every day at 7:50 am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_

Student: \_\_\_\_\_



**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
- Be a good role model for students
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**Parent**

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- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent's signature
- Attend parent-teacher conferences when needed

**Student**

- Believe that I have the potential to learn
- Come to school every day at 7:50 am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: Miss Moreno

Parent: Kenia Obregon

Student: Osbaldo Obregon,

# Oakhurst Elementary

## ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
- Respetar y valorar la diversidad que cada estudiante y su familia traen a mi salón
- Mantener un ambiente que motive el aprendizaje activo
- Asignar un registro de lectura diaria
- Proporcionar tarea que refuerce la instrucción diaria
- Ser un buen modelo para los estudiantes
- Tener conferencias de padre y maestro cuando sea necesario

### Padre(s)

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- Enviar a mi niño(a) a la escuela todos los días a las 7:50am
- Ser respetuoso y de apoyo a mi niño(a) y a todos en la escuela
- Tener conversaciones diarias con mi niño(a) sobre sus actividades escolares
- Leer con mi niño(a) cada día
- Tener un lugar designado para que mi niño(a) haga su tarea
- Firmar y regresar todos los documentos que requieran mi firma
- Asistir a las conferencias de padre y maestro cuando sea necesario

### Estudiante

- Debo creer que yo tengo la capacidad de aprender
- Asistir a la escuela todos los días a las 7:50am
- Venir a la escuela preparado(a) para aprender
- Hacer preguntas cuando necesite ayuda
- Entregar todas las tareas
- Seguir las reglas de la escuela y el código de conducta del estudiante
- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: \_\_\_\_\_

Padre(s): \_\_\_\_\_

Estudiante: \_\_\_\_\_

## Oakhurst Elementary

### ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

#### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
- Respetar y valorar la diversidad que cada estudiante y su familia traen a mi salón
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- Tener conferencias de padre y maestro cuando sea necesario

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- Leer con mi niño(a) cada día
- Tener un lugar designado para que mi niño(a) haga su tarea
- Firmar y regresar todos los documentos que requieran mi firma
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#### Estudiante

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- Entregar todas las tareas
- Seguir las reglas de la escuela y el código de conducta del estudiante
- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: \_\_\_\_\_

Padre(s): Laura Mauricio

Estudiante: Martin Hernandez

**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
- Be a good role model for students
- Hold parent-teacher conferences when needed

**Parent**

- Believe that my child has the potential to learn
- Send my child to school every day by 7:50 am
- Be respectful and supportive of my child and everyone at school
- Have a daily discussion with my child about his/her school activities
- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent's signature
- Attend parent-teacher conferences when needed

**Student**

- Believe that I have the potential to learn
- Come to school every day at 7:50 am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_

Student: \_\_\_\_\_

*Teacher: [Signature]*  
*Parent: [Signature]*  
*Student: [Signature]*

## Oakhurst Elementary

### ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

#### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
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- Proporcionar tarea que refuerce la instrucción diaria
- Ser un buen modelo para los estudiantes
- Tener conferencias de padre y maestro cuando sea necesario

#### Padre(s)

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- Enviar a mi niño(a) a la escuela todos los días a las 7:50am
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- Tener conversaciones diarias con mi niño(a) sobre sus actividades escolares
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#### Estudiante

- Debo creer que yo tengo la capacidad de aprender
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- Seguir las reglas de la escuela y el código de conducta del estudiante
- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: \_\_\_\_\_

Padre(s): Luis Puentes

Estudiante: Marcos Puentes

**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT 2022-2023**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
- Be a good role model for students
- Hold parent-teacher conferences when needed

**Parent**

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- Send my child to school every day by 7:50 am
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- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent's signature
- Attend parent-teacher conferences when needed

**Student**

- Believe that I have the potential to learn
- Come to school every day at 7:50 am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_

Student: \_\_\_\_\_

*Teacher: [Signature]*  
*Parent: [Signature]*  
*Student: [Signature]*

# Oakhurst Elementary

## ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
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- Leer con mi niño(a) cada día
- Tener un lugar designado para que mi niño(a) haga su tarea
- Firmar y regresar todos los documentos que requieran mi firma
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### Estudiante

- Debo creer que yo tengo la capacidad de aprender
- Asistir a la escuela todos los días a las 7:50am
- Venir a la escuela preparado(a) para aprender
- Hacer preguntas cuando necesite ayuda
- Entregar todas las tareas
- Seguir las reglas de la escuela y el código de conducta del estudiante
- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: Mr Vargas

Padre(s): Brenda Sigala

Estudiante: Jesus Lechuga

**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT :**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
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**Parent**

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- Attend parent-teacher conferences when needed

**Student**

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- Come to school every day at 7:50 am
- Come to school prepared to learn
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- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_

Student: \_\_\_\_\_



**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
- Be a good role model for students
- Hold parent-teacher conferences when needed

**Parent**

- Believe that my child has the potential to learn
- Send my child to school every day by 7:50 am
- Be respectful and supportive of my child and everyone at school
- Have a daily discussion with my child about his/her school activities
- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent's signature
- Attend parent-teacher conferences when needed

**Student**

- Believe that I have the potential to learn
- Come to school every day at 7:50 am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: Ms. Valencia

Parent: Mayra Montanez

Student: Alexander Arambula

# Oakhurst Elementary

## ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
- Respetar y valorar la diversidad que cada estudiante y su familia traen a mi salón
- Mantener un ambiente que motive el aprendizaje activo
- Asignar un registro de lectura diaria
- Proporcionar tarea que refuerce la instrucción diaria
- Ser un buen modelo para los estudiantes
- Tener conferencias de padre y maestro cuando sea necesario

### Padre(s)

- Debo creer que mi niño(a) tiene la capacidad de aprender
- Enviar a mi niño(a) a la escuela todos los días a las 7:50am
- Ser respetuoso y de apoyo a mi niño(a) y a todos en la escuela
- Tener conversaciones diarias con mi niño(a) sobre sus actividades escolares
- Leer con mi niño(a) cada día
- Tener un lugar designado para que mi niño(a) haga su tarea
- Firmar y regresar todos los documentos que requieran mi firma
- Asistir a las conferencias de padre y maestro cuando sea necesario

### Estudiante

- Debo creer que yo tengo la capacidad de aprender
- Asistir a la escuela todos los días a las 7:50am
- Venir a la escuela preparado(a) para aprender
- Hacer preguntas cuando necesite ayuda
- Entregar todas las tareas
- Seguir las reglas de la escuela y el código de conducta del estudiante
- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: \_\_\_\_\_

Padre(s): \_\_\_\_\_

Estudiante: \_\_\_\_\_

# Oakhurst Elementary

## ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
- Respetar y valorar la diversidad que cada estudiante y su familia traen a mi salón
- Mantener un ambiente que motive el aprendizaje activo
- Asignar un registro de lectura diaria
- Proporcionar tarea que refuerce la instrucción diaria
- Ser un buen modelo para los estudiantes
- Tener conferencias de padre y maestro cuando sea necesario

### Padre(s)

- Debo creer que mi niño(a) tiene la capacidad de aprender
- Enviar a mi niño(a) a la escuela todos los días a las 7:50am
- Ser respetuoso y de apoyo a mi niño(a) y a todos en la escuela
- Tener conversaciones diarias con mi niño(a) sobre sus actividades escolares
- Leer con mi niño(a) cada día
- Tener un lugar designado para que mi niño(a) haga su tarea
- Firmar y regresar todos los documentos que requieran mi firma
- Asistir a las conferencias de padre y maestro cuando sea necesario

### Estudiante

- Debo creer que yo tengo la capacidad de aprender
- Asistir a la escuela todos los días a las 7:50am
- Venir a la escuela preparado(a) para aprender
- Hacer preguntas cuando necesite ayuda
- Entregar todas las tareas
- Seguir las reglas de la escuela y el código de conducta del estudiante
- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro:

Mr Vargas

Padre(s):

Luz Elena Herrera

Estudiante:

Miaceleste Ojeda

**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
- Be a good role model for students
- Hold parent-teacher conferences when needed

**Parent**

- Believe that my child has the potential to learn
- Send my child to school every day by 7:50 am
- Be respectful and supportive of my child and everyone at school
- Have a daily discussion with my child about his/her school activities
- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent's signature
- Attend parent-teacher conferences when needed

**Student**

- Believe that I have the potential to learn
- Come to school every day at 7:50 am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_

Student: \_\_\_\_\_

# Oakhurst Elementary

## ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
- Respetar y valorar la diversidad que cada estudiante y su familia traen a mi salón
- Mantener un ambiente que motive el aprendizaje activo
- Asignar un registro de lectura diaria
- Proporcionar tarea que refuerce la instrucción diaria
- Ser un buen modelo para los estudiantes
- Tener conferencias de padre y maestro cuando sea necesario

### Padre(s)

- Debo creer que mi niño(a) tiene la capacidad de aprender
- Enviar a mi niño(a) a la escuela todos los días a las 7:50am
- Ser respetuoso y de apoyo a mi niño(a) y a todos en la escuela
- Tener conversaciones diarias con mi niño(a) sobre sus actividades escolares
- Leer con mi niño(a) cada día
- Tener un lugar designado para que mi niño(a) haga su tarea
- Firmar y regresar todos los documentos que requieran mi firma
- Asistir a las conferencias de padre y maestro cuando sea necesario

### Estudiante

- Debo creer que yo tengo la capacidad de aprender
- Asistir a la escuela todos los días a las 7:50am
- Venir a la escuela preparado(a) para aprender
- Hacer preguntas cuando necesite ayuda
- Entregar todas las tareas
- Seguir las reglas de la escuela y el código de conducta del estudiante
- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: Mr. Vargas

Padre(s): Jessica Obregón

Estudiante: Jessica Perez

**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
- Be a good role model for students
- Hold parent-teacher conferences when needed

**Parent**

- Believe that my child has the potential to learn
- Send my child to school every day by 7:50 am
- Be respectful and supportive of my child and everyone at school
- Have a daily discussion with my child about his/her school activities
- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent's signature
- Attend parent-teacher conferences when needed

**Student**

- Believe that I have the potential to learn
- Come to school every day at 7:50 am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_

Student: \_\_\_\_\_

## Oakhurst Elementary

### ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

#### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
- Respetar y valorar la diversidad que cada estudiante y su familia traen a mi salón
- Mantener un ambiente que motive el aprendizaje activo
- Asignar un registro de lectura diaria
- Proporcionar tarea que refuerce la instrucción diaria
- Ser un buen modelo para los estudiantes
- Tener conferencias de padre y maestro cuando sea necesario

#### Padre(s)

- Debo creer que mi niño(a) tiene la capacidad de aprender
- Enviar a mi niño(a) a la escuela todos los días a las 7:50am
- Ser respetuoso y de apoyo a mi niño(a) y a todos en la escuela
- Tener conversaciones diarias con mi niño(a) sobre sus actividades escolares
- Leer con mi niño(a) cada día
- Tener un lugar designado para que mi niño(a) haga su tarea
- Firmar y regresar todos los documentos que requieran mi firma
- Asistir a las conferencias de padre y maestro cuando sea necesario

#### Estudiante

- Debo creer que yo tengo la capacidad de aprender
- Asistir a la escuela todos los días a las 7:50am
- Venir a la escuela preparado(a) para aprender
- Hacer preguntas cuando necesite ayuda
- Entregar todas las tareas
- Seguir las reglas de la escuela y el código de conducta del estudiante
- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: M. Valencia

Padre(s): Ana Romero - Salvador Chavez

Estudiante: Maria Chavez

**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
- Be a good role model for students
- Hold parent-teacher conferences when needed

**Parent**

- Believe that my child has the potential to learn
- Send my child to school every day by 7:50 am
- Be respectful and supportive of my child and everyone at school
- Have a daily discussion with my child about his/her school activities
- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent's signature
- Attend parent-teacher conferences when needed

**Student**

- Believe that I have the potential to learn
- Come to school every day at 7:50 am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_

Student: \_\_\_\_\_



**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT 2022-2023**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
- Be a good role model for students
- Hold parent-teacher conferences when needed

**Parent**

- Believe that my child has the potential to learn
- Send my child to school every day by 7:50 am
- Be respectful and supportive of my child and everyone at school
- Have a daily discussion with my child about his/her school activities
- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent's signature
- Attend parent-teacher conferences when needed

**Student**

- Believe that I have the potential to learn
- Come to school every day at 7:50 am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: 4th grade

Parent: Audelia Servin

Student: M. IAN VAZQUEZ

# Oakhurst Elementary

## ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
- Respetar y valorar la diversidad que cada estudiante y su familia traen a mi salón
- Mantener un ambiente que motive el aprendizaje activo
- Asignar un registro de lectura diaria
- Proporcionar tarea que refuerce la instrucción diaria
- Ser un buen modelo para los estudiantes
- Tener conferencias de padre y maestro cuando sea necesario

### Padre(s)

- Debo creer que mi niño(a) tiene la capacidad de aprender
- Enviar a mi niño(a) a la escuela todos los días a las 7:50am
- Ser respetuoso y de apoyo a mi niño(a) y a todos en la escuela
- Tener conversaciones diarias con mi niño(a) sobre sus actividades escolares
- Leer con mi niño(a) cada día
- Tener un lugar designado para que mi niño(a) haga su tarea
- Firmar y regresar todos los documentos que requieran mi firma
- Asistir a las conferencias de padre y maestro cuando sea necesario

### Estudiante

- Debo creer que yo tengo la capacidad de aprender
- Asistir a la escuela todos los días a las 7:50am
- Venir a la escuela preparado(a) para aprender
- Hacer preguntas cuando necesite ayuda
- Entregar todas las tareas
- Seguir las reglas de la escuela y el código de conducta del estudiante
- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: \_\_\_\_\_

Padre(s): \_\_\_\_\_

Estudiante: \_\_\_\_\_

## Oakhurst Elementary

### ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

#### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
- Respetar y valorar la diversidad que cada estudiante y su familia traen a mi salón
- Mantener un ambiente que motive el aprendizaje activo
- Asignar un registro de lectura diaria
- Proporcionar tarea que refuerce la instrucción diaria
- Ser un buen modelo para los estudiantes
- Tener conferencias de padre y maestro cuando sea necesario

#### Padre(s)

- Debo creer que mi niño(a) tiene la capacidad de aprender
- Enviar a mi niño(a) a la escuela todos los días a las 7:50am
- Ser respetuoso y de apoyo a mi niño(a) y a todos en la escuela
- Tener conversaciones diarias con mi niño(a) sobre sus actividades escolares
- Leer con mi niño(a) cada día
- Tener un lugar designado para que mi niño(a) haga su tarea
- Firmar y regresar todos los documentos que requieran mi firma
- Asistir a las conferencias de padre y maestro cuando sea necesario

#### Estudiante

- Debo creer que yo tengo la capacidad de aprender
- Asistir a la escuela todos los días a las 7:50am
- Venir a la escuela preparado(a) para aprender
- Hacer preguntas cuando necesite ayuda
- Entregar todas las tareas
- Seguir las reglas de la escuela y el código de conducta del estudiante
- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: Miss Ana Lopez

Padre(s): Zulma Alvarado y Ernesto Lomas

Estudiante: Darlyn Junine Elena K

**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT 2022-2023**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
- Be a good role model for students
- Hold parent-teacher conferences when needed

**Parent**

- Believe that my child has the potential to learn
- Send my child to school every day by 7:50 am
- Be respectful and supportive of my child and everyone at school
- Have a daily discussion with my child about his/her school activities
- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent's signature
- Attend parent-teacher conferences when needed

**Student**

- Believe that I have the potential to learn
- Come to school every day at 7:50 am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_

Student: \_\_\_\_\_

*Teacher: [Signature]*  
*Parent: [Signature]*  
*Student: [Signature]*

**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT 2022-2023**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
- Be a good role model for students
- Hold parent-teacher conferences when needed

**Parent**

- Believe that my child has the potential to learn
- Send my child to school every day by 7:50 am
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- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent's signature
- Attend parent-teacher conferences when needed

**Student**

- Believe that I have the potential to learn
- Come to school every day at 7:50 am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_

Student: \_\_\_\_\_

## Oakhurst Elementary

### ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

#### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
- Respetar y valorar la diversidad que cada estudiante y su familia traen a mi salón
- Mantener un ambiente que motive el aprendizaje activo
- Asignar un registro de lectura diaria
- Proporcionar tarea que refuerce la instrucción diaria
- Ser un buen modelo para los estudiantes
- Tener conferencias de padre y maestro cuando sea necesario

#### Padre(s)

- Debo creer que mi niño(a) tiene la capacidad de aprender
- Enviar a mi niño(a) a la escuela todos los días a las 7:50am
- Ser respetuoso y de apoyo a mi niño(a) y a todos en la escuela
- Tener conversaciones diarias con mi niño(a) sobre sus actividades escolares
- Leer con mi niño(a) cada día
- Tener un lugar designado para que mi niño(a) haga su tarea
- Firmar y regresar todos los documentos que requieran mi firma
- Asistir a las conferencias de padre y maestro cuando sea necesario

#### Estudiante

- Debo creer que yo tengo la capacidad de aprender
- Asistir a la escuela todos los días a las 7:50am
- Venir a la escuela preparado(a) para aprender
- Hacer preguntas cuando necesite ayuda
- Entregar todas las tareas
- Seguir las reglas de la escuela y el código de conducta del estudiante
- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: \_\_\_\_\_

Padre(s): \_\_\_\_\_

Estudiante: \_\_\_\_\_

**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
- Be a good role model for students
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**Parent**

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- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent's signature
- Attend parent-teacher conferences when needed

**Student**

- Believe that I have the potential to learn
- Come to school every day at 7:50 am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: Ms. Pinzón

Parent: Cecilia French

Student: Liliana French

# Oakhurst Elementary

## ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
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- Mantener un ambiente que motive el aprendizaje activo
- Asignar un registro de lectura diaria
- Proporcionar tarea que refuerce la instrucción diaria
- Ser un buen modelo para los estudiantes
- Tener conferencias de padre y maestro cuando sea necesario

### Padre(s)

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- Leer con mi niño(a) cada día
- Tener un lugar designado para que mi niño(a) haga su tarea
- Firmar y regresar todos los documentos que requieran mi firma
- Asistir a las conferencias de padre y maestro cuando sea necesario

### Estudiante

- Debo creer que yo tengo la capacidad de aprender
- Asistir a la escuela todos los días a las 7:50am
- Venir a la escuela preparado(a) para aprender
- Hacer preguntas cuando necesite ayuda
- Entregar todas las tareas
- Seguir las reglas de la escuela y el código de conducta del estudiante
- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: \_\_\_\_\_

Padre(s): \_\_\_\_\_

Estudiante: \_\_\_\_\_



**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
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**Parent**

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- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent's signature
- Attend parent-teacher conferences when needed

**Student**

- Believe that I have the potential to learn
- Come to school every day at 7:50 am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: MISS LOPEZ

Parent: [Signature]

Student: VERIANA C. BENITEZ

## Oakhurst Elementary

### ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

#### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
- Respetar y valorar la diversidad que cada estudiante y su familia traen a mi salón
- Mantener un ambiente que motive el aprendizaje activo
- Asignar un registro de lectura diaria
- Proporcionar tarea que refuerce la instrucción diaria
- Ser un buen modelo para los estudiantes
- Tener conferencias de padre y maestro cuando sea necesario

#### Padre(s)

- Debo creer que mi niño(a) tiene la capacidad de aprender
- Enviar a mi niño(a) a la escuela todos los días a las 7:50am
- Ser respetuoso y de apoyo a mi niño(a) y a todos en la escuela
- Tener conversaciones diarias con mi niño(a) sobre sus actividades escolares
- Leer con mi niño(a) cada día
- Tener un lugar designado para que mi niño(a) haga su tarea
- Firmar y regresar todos los documentos que requieran mi firma
- Asistir a las conferencias de padre y maestro cuando sea necesario

#### Estudiante

- Debo creer que yo tengo la capacidad de aprender
- Asistir a la escuela todos los días a las 7:50am
- Venir a la escuela preparado(a) para aprender
- Hacer preguntas cuando necesite ayuda
- Entregar todas las tareas
- Seguir las reglas de la escuela y el código de conducta del estudiante
- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: \_\_\_\_\_

Padre(s): \_\_\_\_\_

Estudiante: \_\_\_\_\_

**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
- Be a good role model for students
- Hold parent-teacher conferences when needed

**Parent**

- Believe that my child has the potential to learn
- Send my child to school every day by 7:50 am
- Be respectful and supportive of my child and everyone at school
- Have a daily discussion with my child about his/her school activities
- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent's signature
- Attend parent-teacher conferences when needed

**Student**

- Believe that I have the potential to learn
- Come to school every day at 7:50 am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: Mrs. Gonzalez

Parent: [Signature]

Student: Hector T. Martinez

# Oakhurst Elementary

## ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

### Maestro(a)

- Debo creer que cada niño(a) tiene la capacidad de aprender
- Asegurarme que todos los estudiantes reciban instrucción de buena calidad
- Respetar y valorar la diversidad que cada estudiante y su familia traen a mi salón
- Mantener un ambiente que motive el aprendizaje activo
- Asignar un registro de lectura diaria
- Proporcionar tarea que refuerce la instrucción diaria
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### Padre(s)

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- Leer con mi niño(a) cada día
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- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: \_\_\_\_\_

Padre(s): \_\_\_\_\_

Estudiante: \_\_\_\_\_

# Oakhurst Elementary

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Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: \_\_\_\_\_

Padre(s): Ana Prieto

Estudiante: Ana Sofia, Alejandro, Samara  
Pineda Prieto Ortiz Prieto.

**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT**

**Teacher**

- Believe every child has the potential to learn
- Ensure that all students receive quality instruction
- Respect and value the diversity that each student and his/her family bring to the classroom
- Provide an environment that promotes active learning
- Assign a daily reading log
- Provide homework that reinforces daily instruction
- Be a good role model for students
- Hold parent-teacher conferences when needed

**Parent**

- Believe that my child has the potential to learn
- Send my child to school every day by 7:50 am
- Be respectful and supportive of my child and everyone at school
- Have a daily discussion with my child about his/her school activities
- Read with my child each day
- Provide a designated place for my child to do homework
- Sign and return all papers that require parent's signature
- Attend parent-teacher conferences when needed

**Student**

- Believe that I have the potential to learn
- Come to school every day at 7:50 am
- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_

Student: \_\_\_\_\_

## Oakhurst Elementary

### ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

#### Maestro(a)

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- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: Miss Ramirez / Miss Valencia / Miss Gonzalez.

Padre(s): [Signature]

Estudiante: Hiron Ruiz-Saldivar  
Alan Ruiz-Saldivar  
Milo Ruiz-Saldivar

**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT**

**Teacher**

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**Student**

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We, the undersigned, agree to abide by this compact:

Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_

Student: \_\_\_\_\_



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**TEACHER/PARENT/STUDENT AGREEMENT**

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- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: S. Roman and Read  
Parent: K. Wilkerson (Kiara Wilkerson)  
Student: Avery and Aaliyah Wilkerson

# Oakhurst Elementary

## ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

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### Estudiante

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- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: \_\_\_\_\_

Padre(s): \_\_\_\_\_

Estudiante: \_\_\_\_\_

## Oakhurst Elementary

### ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

#### Maestro(a)

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- Mostrar respeto a todos los maestros, estudiantes y padres

Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: \_\_\_\_\_

Padre(s): \_\_\_\_\_

Estudiante: Jared, Sara, Dana Mtz.

**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT**

**Teacher**

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**Parent**

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**Student**

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- Come to school prepared to learn
- Ask questions when help is needed
- Turn in all homework
- Follow school rules and the student code of conduct
- Show respect to all teachers, students, and parents

We, the undersigned, agree to abide by this compact:

Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_

Student: \_\_\_\_\_

**Oakhurst Elementary**  
**TEACHER/PARENT/STUDENT AGREEMENT 2022-2023**

**Teacher**

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We, the undersigned, agree to abide by this compact:

Teacher: \_\_\_\_\_

Parent: \_\_\_\_\_

Student: \_\_\_\_\_

*Denise Lopez*

*Sara Lopez*

# Oakhurst Elementary

## ACUERDO DE MAESTRO/PADRE/ESTUDIANTE DEL 2022-2023

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Nosotros, los que aquí firmamos, aceptamos cumplir con este acuerdo:

Maestro: \_\_\_\_\_

Padre(s): \_\_\_\_\_

Estudiante: \_\_\_\_\_

## Title 1 Agenda & Min

Sep 18, 2023

### Agenda:

- Welcome
- Introduction of new Leadership
- Title 1 Presentations
- Time to answer questions regarding budget
- Parent Compact
- Open to questions

### Minutes

- Welcome
  - Parents grabbed breakfast
- Introduction of new Leadership
  - Introduction of new Assistant Principal and Counselor
- Title 1 Presentations
  - Presented PP presentation
- Time to answer questions regarding budget
  - How many positions are we paying with Title 1? One position
  - What PD do we need on campus? We need PD that supports all students. Teachers have been introduced to Quality Teaching for English Language Learners. Our goal is for ALL Oakhurst teachers to attend QTEL.
- Parent Compact
  - Parents read and signed the compact.
- Open to questions
  - We discussed things that parents could do at home to support students.
  - We discussed the differences between one-way and two-way DL programs
  - We discussed the importance of attendance