

Fort Worth Independent School District

219 Lowery Road Elementary School

2023-2024 Improvement Plan



Mission Statement

Providing students the opportunities and tools to achieve their maximum potential.

Vision

Developing life-long learners and responsible citizens.

Value Statement

Respect for self, school and others

Student Achievement

Perseverance and Commitment

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Comprehensive Needs Assessment

Revised/Approved: April 17, 2023

Demographics

Demographics Summary

Lowery Road Elementary was opened in the 2000 to alleviate overcrowding at Eastern Hills and Bill Elliott Elementary schools. From 2006 - 2011 we were one of the largest elementary schools in FWISD with an enrollment between 850 - 950 students. In 2011 - 2012, John T. White Elementary was built to relieve overcrowding at Lowery Road. The past several years enrollment has declined especially in PK. Our current enrollment is 475. The attendance zone for Lowery Road covers a large geographic area. There are currently 3 bus routes to transport our general education students and 2 for our special needs population. Construction is continuing in our enrollment area which brings new students and families into our learning community.

According to our Texas Academic Performance Report our largest ethnic group is African American at 54.3%. Our other student groups are Hispanic at 32.2%; White at 6.3%; Asian at 5% and 2.2% consider themselves Two or more. 87.2% of students are considered economically disadvantaged with 73% considered at risk. Other student groups at Lowery Road are EB Students/EL 27.8%, Gifted and Talented 3.9%, and 13.9% are Special Education students.

The last reported mobility rate for Lowery Road was 24.9% above the average for our district and well above the state average of 13.6%. Our attendance rate on the 21-22 TAPR was 91.4% and 33.4% were considered Chronically Absent.

Lowery Road Elementary employs a high-quality talented staff. The teaching staff at Lowery Road is diverse 18% AA, 21% Hispanic and 59% White; however, our teaching staff does not reflect the demographics of our students. The majority of our faculty has between 11 - 20 years experience.

Lowery Road is a Universal PK campus. We draw students from neighboring school and outside of FWISD to attend PK. Many parents request for their students to continue learning at Lowery Road after attending PK on our campus. We also have students from neighboring schools attend to participate in our Dual Language program. We have three Special Education self-contained units along with an ECSE Kindergarten inclusion class at Lowery Road. These students attend classes and participate in activities along with our general education students.

Demographics Strengths

- Diverse student population
- Lowery Road draws students from other areas into our specialized settings: UPK, Dual Language, and Sp Ed programs
- An experienced teaching staff
- New home construction in our attendance area provides opportunity for growth
- Inclusive environment for students in Special Education to spend time with General Education students
- Attendance rate is trending upward from 2021-2022

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 2022-2023 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5. **Root Cause:** Lack of systems to educate parents on the importance of attendance in the early grades.

Problem Statement 2 (Prioritized): 2022-2023 data indicate that of the 29 violations resulting in school/out of school suspensions 14 took place between 12pm - 2pm. This is during recess time for 2nd - 5th grade which is unstructured play. **Root Cause:** Inconsistent implementation of SEL strategies as evidenced in walkthroughs and morning meetings.

Student Learning

Student Learning Summary

Lowery Road is rated as a "B" campus by the Texas Education Agency, with an overall scaled score of 89, according to the 2021-2022 School Report Card and received a distinction designation for Comparative Academic Growth. This is the first year for campus ratings since the 2018 - 2019 school year. Our students demonstrated double digit gains in Reading and Mathematics across all student groups. Below are the results from the 2022 STAAR performance:

2022 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
ELA/Reading	23%	67%	41%	20%%
Mathematics	40%	60%	30%	10%
Science	50%	50%	25%	12%

The 2022 STAAR Meets Grade Level Performance by student groups:

	ALL	AA	H	W	A	Sp Ed	ED	EL
ELA/Reading	41%	36%	44%	80%	67%	39%	40%	39%
Mathematics	30%	21%	34%	50%	67%	37%	28%	27%
Science	25%	23%	23%	50%	100%	7%	15%	7%

- At the MEETS performance level in ELA/Reading: All student groups performed higher than AA students.
- At the MEETS performance level in Mathematics: All student groups performed higher than AA students.
- At The MEETS performance level in Science: AA and Hispanic students performed at the same level. Our Sp Ed and EL students were the lowest performing groups.

The 2021 - 2022 NWEA End of the Year MAP data for Reading and Math indicate the following percentage of students meeting their

expected growth:

Grade Level	Reading	Math
K	42%	37%
1	57%	48%
2	29%	32%
3	60%	76%
4	60%	66%
5	54%	46%

- First, Third, Fourth and Fifth grades met their projected RIT growth for the year in both Reading and Math.
- Kindergarten and Second grade students failed to meet their projected RIT growth in both Reading and Math.

The 2022 - 2023 MOY MAP data in Reading and Math indicate the percentage of students meeting their expected growth:

Grade Level	Reading	Math
K	34%	39%
1	26%	21%
2	32%	46%
3	53%	60%
4	47%	45%
5	60%	52%

Student Learning Strengths

- Students demonstrated double digit growth on STAAR Reading and Mathematics from 2021.
- Campus received a Distinction for Comparative Academic Growth
- Students in grades 1, 3, 4 and 5 met expected growth on MAP Reading and Mathematics for the Fall - Spring 21-22.
- Specialized supports provided for students in EL students, Special Education, Dyslexia and Gifted and Talented
- Current Lexia data indicate the 76% of students in K - 5 are currently reading at grade level or higher

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2022 - 2023 EOY MAP English Reading data indicate the 45% of African American students met their growth projection as compared to 50% of Economically Disadvantaged students. **Root Cause:** Inconsistent implementation of Tier I and targeted interventions based on student need.

Problem Statement 2 (Prioritized): 2022 - 2023 EOY MAP Math data indicate that 45% of Special Education students met their growth projection as compared to 59% of Economically Disadvantaged students. **Root Cause:** Inconsistent implementation of Tier I and targeted interventions based on student need.

Problem Statement 3 (Prioritized): 2022 TELPAS data indicate that 65% of students either remained the same or regressed in their English Proficiency rating. **Root Cause:** Inconsistent focus on ELPS and structured activities to support the four domains of TELPAS.

School Processes & Programs

School Processes & Programs Summary

We had a success implementation year with Amplify in 2021 - 2022 in grades K-5. This year we are moving to full implementation model and are confident that our students' will continue to show growth. We have adopted Eureka Math in grades K - 5. Mathematics has historically been a struggle for our students. The new curriculum provides structured direct instruction to build students' conceptual understanding of numbers. The curriculum also supports teachers in math pedagogy. Our PK teachers continue year two with Creative Curriculum.

Moving forward with weekly PLC meetings we are focusing on planning, practice and student work. While this year our PLC meetings will focus primarily on implementation of Eureka, we will continue to develop internalization of Amplify by unit and lesson. We have also dedicated one PLC monthly to address students needing additional attendance, academic and behavioral supports. This structured time should ensure early interventions are documented and we address student needs earlier.

Our campus participates in the district Dual Language program. Students in PK - 5 are provided instruction in Spanish and English based on the FWISD model. We have a designated Dyslexia teacher to work with students identified as Dyslexic through formal testing. This year our students in 2 - 5, identified as Gifted and Talented, receive enrichment pullout every other week. Students in K - 1 participate in structured experiences in their classrooms.

Lowery Road has an active Student Council who meet twice monthly and provide input in our campus activities (Christmas Activities, Trunk or Treat, schoolwide dances, etc...). We have a strong FWAS program, Running Club, Battle of the Books Competition, basketball team, and this year we added a Poetry Club.

School Processes & Programs Strengths

- Master schedule provides for common planning/PLC time.
- By the end of 2022, all K-3 and Sp Ed teachers completed the Texas Reading Academy which supports the Literacy Framework.
- Teachers continue professional learning in Amplify and Eureka and will plan and practice during PLC meetings.
- Specialized supports for EL students, Dyslexic students and Gifted and Talented students.
- Extra-curricular opportunities for students
- Successful FWAS program to support students in academics, arts, physical activities and social/emotional support

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 1.7% of students at Lowery Road Elementary are identified as dyslexic as compared to the district average of 4.7%. **Root Cause:** Lack of professional development in the characteristics of dyslexia and consistent implementation of MTSS.

Problem Statement 2: 2022 Texas Academic Performance Reports (TAPR) show 3.9% of Lowery Road students are identified as Gifted and Talented as compared to the FWISD average of 12.1% **Root Cause:** Failure to recognize characteristics beyond academically talented.

Perceptions

Perceptions Summary

The mission of Lowery Road Elementary is to provide students the opportunities and tools to reach their maximum potential. To fulfill our mission we have to work diligently to create and maintain a culture of high expectations for student learning. At Lowery Road we strive to narrow the performance gap among all student groups while increasing the percentage of ALL students meeting grade level performance standards.

In an effort to ensure classrooms are places where students feel respected and heard, we have been practicing Conscious Discipline in PK - 2 and Restorative Discipline in 2-5. Respect agreements are developed in every classroom. PK and K students use a daily commitment board. Our last student survey indicates students' perception of teachers is favorable:

- 93% feel they have a teacher or other adult on campus they can count on
- 93% feel teachers are extremely respectful to somewhat respectful toward students
- 89% feel extremely excited to somewhat excited to have their teacher again

African American students are approximately 57% of student enrollment but made up 88% of referrals in 2019-2020 and this year, since students returned in October, make up 94% of referrals. In looking at the 2020-2021 student survey emotional regulation and a sense of belonging were the areas of greatest concern. This year we have developed a Zero Period at the beginning of the day to support student check in and SEL activities.

Lowery Road Elementary places a priority on developing relationships with students and their families. We share information through Blackboard via email, call out, and FWISD app. Information and announcements are also posted on the campus marque, website, Facebook and Twitter sites. Each teacher has a Class Dojo account to facilitate real time information for parents. During enrollment we provide support for families who are unable to complete the electronic registration and help parents with enrolling in our Parent Portal. All communication is sent in both English and Spanish to support our parents. We also use the Language Line if necessary. We utilize "Wednesday Folders" to send written correspondence and graded work home for review. The last parent survey information shows:

- 94% feel the school looks clean and pleasant
- 97% feel their child's teacher makes themselves available
- 90% feel the campus has high expectations for students
- 96% feel the school communicates policies and procedures clearly

Our goal this year was to increase opportunities for parent engagement. Our family/community outreach has included:

- Meet the Teacher (285 participants)
- Fall Open House (190 participants)

- Trunk or Treat/Spooktacular Book Fair
- Eastern Hills Pyramid - Sounds of the Seasons
- Jingle Bell Run (80 participants)
- Father Daughter Dance
- Eastern Hills Pyramid - Spring Health Fair
- Spring Open House/In and Out STAAR Picnic (150 participants)
- Mother Son Sneaker Ball

In addition, our Family Engagement Specialist has also hosted parent classes focused on:

- Basic Computer Skills
- Strengthening Families
- Expanded Food and Nutrition Education

Perceptions Strengths

- Parents survey results indicate positive perceptions of campus communication, appearance and learning environment.
- Students indicate they have a teacher or adult on campus they can count on and their teachers treat them respectfully.
- Most all teachers in PK - 1 have Conscious Discipline training and respect agreements are utilized campus wide.
- Multiple opportunities for parents to engage in activities that focus on Educational Excellence and School Experience.
- We provide multiple platforms to communicate information to our families and community.
- Community partners provide social and emotional supports for students.
- Students are provided opportunities to participate in extracurricular activities such as Running Club; Poetry Club; Basketball Team; Student Council and Safety Patrol.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 2022-2023 data indicate that of the 29 violations resulting in school/out of school suspensions 14 took place between 12pm - 2pm. This is during recess time for 2nd - 5th grade which is unstructured play. **Root Cause:** Inconsistent implementation of SEL strategies as evidenced in walkthroughs and morning meetings.

Problem Statement 2 (Prioritized): 2022-2023 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5. **Root Cause:** Lack of systems to educate parents on the importance of attendance in the early grades.

Priority Problem Statements

Problem Statement 1: 2022 - 2023 EOY MAP English Reading data indicate the 45% of African American students met their growth projection as compared to 50% of Economically Disadvantaged students.

Root Cause 1: Inconsistent implementation of Tier I and targeted interventions based on student need.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 2022 - 2023 EOY MAP Math data indicate that 45% of Special Education students met their growth projection as compared to 59% of Economically Disadvantaged students.

Root Cause 2: Inconsistent implementation of Tier I and targeted interventions based on student need.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 2022-2023 data indicate that of the 29 violations resulting in school/out of school suspensions 14 took place between 12pm - 2pm. This is during recess time for 2nd - 5th grade which is unstructured play.

Root Cause 3: Inconsistent implementation of SEL strategies as evidenced in walkthroughs and morning meetings.

Problem Statement 3 Areas: Demographics - Perceptions

Problem Statement 4: 1.7% of students at Lowery Road Elementary are identified as dyslexic as compared to the district average of 4.7%.

Root Cause 4: Lack of professional development in the characteristics of dyslexia and consistent implementation of MTSS.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: 2022 TELPAS data indicate that 65% of students either remained the same or regressed in their English Proficiency rating.

Root Cause 5: Inconsistent focus on ELPS and structured activities to support the four domains of TELPAS.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 2022-2023 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5.

Root Cause 6: Lack of systems to educate parents on the importance of attendance in the early grades.

Problem Statement 6 Areas: Demographics - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

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

District Goals

Revised/Approved: May 24, 2024

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 66% to 75% by May 2024.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 80% to 90% by May 2024.

Increase the percentage of African American students from 56% to 65% by May 2024.

Evaluation Data Sources: CLI Wave 3

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Creative Curriculum) and data with PK - 5 teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Increase the percentage of PK students scoring On Track for Phonological Awareness on Circle in both English and Spanish.

Staff Responsible for Monitoring: Teachers, Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Action Step 1: By August 31, 2023, develop and implement a data driven cycle for weekly PLCs for the first semester, including campus administrator to attend each PLC.

Intended Audience: Teachers, Paraprofessionals

Provider / Presenter / Person Responsible: Teachers, Leadership Team

Date(s) / Timeframe: August 2023 - May 2024

Collaborating Departments: Early Learning

Delivery Method: In person

Action Step 2 Details	Reviews			
Action Step 2: Teachers will analyze student assessment data by sub-populations (LEP, Special Education, ED) to determine student needs, and scaffold instructional practices to help students achieve mastery of the PreK Guidelines. Intended Audience: Teachers Provider / Presenter / Person Responsible: Data Analyst, Teachers Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Early Learning Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Provide resources and specific training to teachers in supporting all learners through Professional Learning Communities (PLCs) and Multi-Tiered Systems of Support (MTSS). Intended Audience: Teachers, Paraprofessionals Provider / Presenter / Person Responsible: Teachers, Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Early Learning	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 2: Continue to develop the capacity of regular program and dual language PK teachers to ensure they are effectively implementing Creative Curriculum, monitoring, adjusting and providing rigorous instruction daily.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Math in English and Spanish and support their Social/Emotional needs.

Staff Responsible for Monitoring: Teachers, Instructional Leadership Team





Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will engage in high-quality, standard-aligned professional learning sessions in PLCs that focuses on lesson planning for Tier 1 instruction. Intended Audience: Teachers, Paraprofessionals Provider / Presenter / Person Responsible: Teachers, CIC, Administrators Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Early Learning Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: By August 25, 2023 develop a system/cycle of observation and feedback of literacy instruction aligned to Creative Curriculum content and share observation cycle with staff by mid September 2023. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: August 2023 - September 2023 Collaborating Departments: Early Learning Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 2022 - 2023 EOY MAP English Reading data indicate the 45% of African American students met their growth projection as compared to 50% of Economically Disadvantaged students. Root Cause: Inconsistent implementation of Tier I and targeted interventions based on student need.

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 64% to 70% 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 48% to 60% by May 2024.

Increase the percentage of African American students who Meet or Exceed grade level expectations on key MAP Fluency indicators from 57% to 70% by May 2024.

Evaluation Data Sources: EOY MAP Fluency Data

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify/Lexia) and data with K - 5 teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Ensure students are provided with high-quality instruction that meets their social-emotional and academic needs

Staff Responsible for Monitoring: Administrators, CIC

Title I:
2.4, 2.6
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Teachers will use reading MAP data, Core 5 data and Amplify unit Assessment data to develop standard aligned Tier 1 instruction and intentionally plan small group. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers, Instructional Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Increase the integration of technology into instructional lessons by purchasing software, hardware, and equipment/materials. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers, Instructional Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Technology Delivery Method: 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>				

Strategy 2: Improve the quality and alignment of Tier I instruction for all students through the use of the Amplify Unit and Lesson Internalization process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Develop the capacity of teachers in planning and delivery of literacy instruction to increase the percentage of students who meet or exceed their expected progress on Reading Fluency.

Staff Responsible for Monitoring: Instructional Leadership Team





Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Demographics 1 - Student Learning 1 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Scheduled daily intervention time will target students who are below grade level in reading skills, using a variety of resources to differentiate intervention activities for those students. Intended Audience: Teachers, Students Provider / Presenter / Person Responsible: CIC, Administrators, Teachers Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide professional learning opportunities to Kinder-3rd teachers focused on researched based strategies targeting foundational skills (vocabulary, phonemic awareness, phonics, listening comprehension) Intended Audience: Teachers Provider / Presenter / Person Responsible: CIC, Teachers Date(s) / Timeframe: August 2023 - September 2023 Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 2022-2023 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5. Root Cause: Lack of systems to educate parents on the importance of attendance in the early grades.
Student Learning
Problem Statement 1: 2022 - 2023 EOY MAP English Reading data indicate the 45% of African American students met their growth projection as compared to 50% of Economically Disadvantaged students. Root Cause: Inconsistent implementation of Tier I and targeted interventions based on student need.
School Processes & Programs
Problem Statement 1: 1.7% of students at Lowery Road Elementary are identified as dyslexic as compared to the district average of 4.7%. Root Cause: Lack of professional development in the characteristics of dyslexia and consistent implementation of MTSS.
Perceptions
Problem Statement 2: 2022-2023 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5. Root Cause: Lack of systems to educate parents on the importance of attendance in the early grades.

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 51% to 60% by May 2024.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 26% to 50% by May 2024.

Increase the percentage of African American students from 46% to 60% by May 2024.

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify/Lexia) and data with K - 5 teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Leadership Team, Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Action Step 1 Details	Reviews			
Action Step 1: By August 31, 2023, develop and implement a data driven cycle for weekly PLCs for the first semester, including campus administrator to attend each PLC. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: August 2023 - May 2024	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Teachers will use reading MAP data, Core 5 data and Amplify unit Assessment data to develop standard aligned Tier 1 instruction and intentionally plan small group. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers, Instructional Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Increase the integration of technology into instructional lessons by purchasing software, hardware, and equipment and classroom materials. Provider / Presenter / Person Responsible: Leadership Team, Teachers Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: In Person Funding Sources: - Title I (211) - 211-11-6396-04E-219-30-510-000000-24F10 - \$5,000, - Title I (211) - 211-11-6329-04E-219-30-510-000000-24F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 2: Improve the quality and alignment of Tier I instruction for all students through the use of the Amplify Unit and Lesson Internalization process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Develop the capacity of teachers in planning and delivery of literacy instruction to increase the percentage of students who meet or exceed their expected progress on Reading MAP Growth.





Staff Responsible for Monitoring: Instructional Leadership Team

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: By August 25, 2023 develop a system/cycle of observation and feedback of literacy instruction aligned to Amplify content and standards and share observation cycle with staff by mid September 2023. Intended Audience: Teachers, Instructional Leadership Team Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: August 2023 - September 2023 Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Scheduled daily intervention time will target students who are below grade level in reading, using a variety of resources to differentiate intervention activities for those students. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers, Instructional Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: In person Funding Sources: - Title I (211) - 211-11-6116-04E-219-30-510-000000-24F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 3: Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated Instruction available to improve student performance and help students attain a standard growth on the basis of the student's IEP.

Strategy's Expected Result/Impact: Increase ELA/Reading performance for students receiving special education services on STAAR ELA/Reading rated at approaches grade level or above.

Staff Responsible for Monitoring: Leadership Team, Teachers, Diagnostician, Dyslexia Teacher, SLP

Title I:





2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Share existing resources and guidelines that will aid in increasing the knowledge of electronic resources and processes for campus procedures for MTSS, specialized curricula tools, Dyslexia, and 504 supports. Intended Audience: Teachers Provider / Presenter / Person Responsible: Diagnostician, SLP, Dyslexia Teacher, Leadership Team Date(s) / Timeframe: September 2023 - May 2024 Collaborating Departments: Special Education Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Promote and encourage the administration, interpretation and application of MAP BOY, MOY and EOY and other sources of data to inform present levels of performance, instructional programming, CIP goals, targets and professional learning. Intended Audience: Teachers Provider / Presenter / Person Responsible: Leadership Team, Special Education Teacher, Diagnostician, SLP, Dyslexia Teacher Date(s) / Timeframe: September 2023 - May 2024 Collaborating Departments: Special Education Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 4: Provide professional learning and support to help build teacher capacity in content-based language instruction for emergent bilingual students.

Strategy's Expected Result/Impact: Increase bilingual student achievement as measured on MAP Reading and TELPAS.

Staff Responsible for Monitoring: Instructional Leadership Team, Teachers





Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: Implement weekly PLCs to deepen understanding and implementation of content-based language instruction through collaboration, modeling, observation, feedback cycles, data, and reflection. Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Coach, Teachers Date(s) / Timeframe: September 2023 - May 2024 Collaborating Departments: Multilingual Education Delivery Method: In person Funding Sources: - BEA (199 PIC 25) - 199-11-6329-001-219-25-313-000000 - \$1,200, - BEA (199 PIC 25) - 199-13-6116-001-219-25-313-000000 - \$551	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: 2022 - 2023 EOY MAP English Reading data indicate the 45% of African American students met their growth projection as compared to 50% of Economically Disadvantaged students. Root Cause: Inconsistent implementation of Tier I and targeted interventions based on student need.
Problem Statement 3: 2022 TELPAS data indicate that 65% of students either remained the same or regressed in their English Proficiency rating. Root Cause: Inconsistent focus on ELPS and structured activities to support the four domains of TELPAS.
School Processes & Programs
Problem Statement 1: 1.7% of students at Lowery Road Elementary are identified as dyslexic as compared to the district average of 4.7%. Root Cause: Lack of professional development in the characteristics of dyslexia and consistent implementation of MTSS.

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 73% to 80% by May 2024.

Increase the percentage of PK students who score On Track on Circle Math in Spanish from 87% to 92% by May 2024.

Increase the percentage of African American students who score On Track on Circle Math from 68% to 80% by May 2024.

Evaluation Data Sources: EOY Circle Assessment

Strategy 1: Continue to develop the capacity of regular program and dual language PK teachers to ensure they are effectively implementing Creative Curriculum, monitoring, adjusting and providing rigorous instruction daily.





Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Math in English and Spanish.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:
2.4, 2.6
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Student Learning 2

Action Step 1 Details		Reviews			
Action Step 1: Teachers will engage in high-quality, standard-aligned professional learning sessions in PLCs focused on data driven instruction and standard alignment. Intended Audience: Teachers, Paraprofessionals Provider / Presenter / Person Responsible: Teachers, CIC, Administrators Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Early Learning Delivery Method: In person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: By August 25, 2023 develop a system/cycle of observation and feedback of math instruction aligned to Creative Curriculum content and share observation cycle with staff by mid September 2023. Intended Audience: Teachers, Instructional Leadership Team Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: August 2023 - September 2023 Collaborating Departments: Early Learning	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Creative Curriculum) and data with PK - 5 teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Increase the percentage of PK students scoring On Track for Phonological Awareness on Circle in both English and Spanish.

Staff Responsible for Monitoring: Teachers, Instructional Leadership Team

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: By August 31, 2023, develop and implement a data driven cycle for weekly PLCs for the first semester, including campus administrator to attend each PLC. Intended Audience: Teachers, Paraprofessionals Provider / Presenter / Person Responsible: Teachers, Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Early Learning Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Teachers will analyze student assessment data by sub-populations (LEP, Special Education, ED) to determine student needs, and scaffold instructional practices to help students achieve mastery of the PreK Guidelines. Intended Audience: Teachers Provider / Presenter / Person Responsible: Data Analyst, Teachers Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Early Learning Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Provide resources and specific training to teachers in supporting all learners through Professional Learning Communities (PLCs) and Multi-Tiered Systems of Support (MTSS). Intended Audience: Teachers, Paraprofessionals Provider / Presenter / Person Responsible: Teachers, Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Early Learning	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 1 Problem Statements:

Student Learning
Problem Statement 2: 2022 - 2023 EOY MAP Math data indicate that 45% of Special Education students met their growth projection as compared to 59% of Economically Disadvantaged students. Root Cause: Inconsistent implementation of Tier I and targeted interventions based on student need.

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 42% to 55% by May 2024.

Increase the percentage of K students who score On Track on TX-KEA Math in Spanish from 86% to 92% by May 2024.

Increase the percentage of African American student who score On Track on TX-KEA Math from 48% to 55% by May 2024.

Strategy 1: Improve the quality and alignment of Tier I instruction for all students through the use of the Eureka Lesson Internalization process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Develop the capacity of teachers in planning and delivery of mathematics instruction to increase the percentage of students who meet or exceed their expected progress on Math MAP Growth.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:





2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Demographics 1 - Student Learning 2 - Perceptions 2

Action Step 1 Details		Reviews			
Action Step 1: By August 25, 2023 develop a system/cycle of observation and feedback of mathematics instruction aligned to Eureka content and share observation cycle with staff by mid September 2023. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: August 2023 - September 2023 Delivery Method: In person		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Scheduled daily intervention time will target students who are below grade level in math, using a variety of resources to differentiate intervention activities for those students. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers, Instructional Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 2022-2023 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5. Root Cause: Lack of systems to educate parents on the importance of attendance in the early grades.
Student Learning
Problem Statement 2: 2022 - 2023 EOY MAP Math data indicate that 45% of Special Education students met their growth projection as compared to 59% of Economically Disadvantaged students. Root Cause: Inconsistent implementation of Tier I and targeted interventions based on student need.
Perceptions
Problem Statement 2: 2022-2023 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5. Root Cause: Lack of systems to educate parents on the importance of attendance in the early grades.

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 51% to 60% by May 2024.

Increase the percentage of African American students from 47% to 60% by May 2024.

Strategy 1: Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with Eureka and data with K-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Ensure students are provided with high-quality instruction that meets their social-emotional and academic needs

Staff Responsible for Monitoring: Teachers, Instructional Leadership Team

Title I:





2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: By August 31, 2023, develop and implement a data driven cycle for weekly PLCs for the first semester, including campus administrator to attend each PLC. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: August 2023 - May 2024	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Teachers will use math MAP data, Dream Box and Eureka unit Assessment data to place students into flexible, intentionally planned targeted small groups. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers, Instructional Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Increase rigor of instructional lessons by purchasing software, hardware, and equipment and classroom materials. Provider / Presenter / Person Responsible: Leadership Team, Teachers Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: In Person Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-219-24-313-000000- - \$6,205	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Improve the quality and alignment of Tier I instruction for all students through the use of the Eureka Lesson Internalization process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Develop the capacity of teachers in planning and delivery of mathematics instruction to increase the percentage of students who meet or exceed their expected progress on Math MAP Growth.





Staff Responsible for Monitoring: Instructional Leadership Team

Title I:
2.4, 2.5, 2.6

- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: By August 25, 2023 develop a system/cycle of observation and feedback of mathematics instruction aligned to Eureka content and share observation cycle with staff by mid September 2023. Intended Audience: Teachers Provider / Presenter / Person Responsible: Administrators Date(s) / Timeframe: August 2023 - September 2023 Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Scheduled daily intervention time will target students who are below grade level in math, using a variety of resources to differentiate intervention activities for those students. Intended Audience: Teachers Provider / Presenter / Person Responsible: Teachers, Instructional Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 3: Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated Instruction available to improve student performance and help students attain a standard growth on the basis of the student's IEP.

Strategy's Expected Result/Impact: Increase Mathematics performance for students receiving special education services on STAAR Math rated at approaches grade level or above.

Staff Responsible for Monitoring: Leadership Team, Teachers, Diagnostician

Title I:





2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Share existing resources and guidelines that will aid in increasing the knowledge of electronic resources and processes for campus procedures for MTSS, specialized curricula tools, Dyslexia, and 504 supports. Intended Audience: Teachers Provider / Presenter / Person Responsible: Diagnostician, SLP, Dyslexia Teacher, Leadership Team Date(s) / Timeframe: September 2023 - May 2024 Collaborating Departments: Special Education Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Promote and encourage the administration, interpretation and application of MAP BOY, MOY and EOY and other sources of data to inform present levels of performance, instructional programming, CIP goals, targets and professional learning. Intended Audience: Teachers Provider / Presenter / Person Responsible: Leadership Team, Special Education Teacher, Diagnostician Date(s) / Timeframe: September 2023 - May 2024 Collaborating Departments: Special Education Delivery Method: In person Funding Sources: - SPED (199 PIC 23) - - \$6,235	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
Problem Statement 2: 2022 - 2023 EOY MAP Math data indicate that 45% of Special Education students met their growth projection as compared to 59% of Economically Disadvantaged students. Root Cause: Inconsistent implementation of Tier I and targeted interventions based on student need.

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 42% to 50% by May 2024.

Increase the percentage of African American students scoring at MEETS or above on STAAR Reading from 36% to 50% by May 2024.

Strategy 1: Establish a data driven culture that tracks, analyzes, and responds to students' academic needs by engaging staff, students, and families.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Teachers, Data Analyst, Administrators





Title I:

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math, Connect high school to career and college

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Develop a student goal-setting and data cycle system that will allow teachers, students, and parents to set goals to measure and respond to students' academic needs Intended Audience: Teachers, Data Analyst Provider / Presenter / Person Responsible: Administrators, Data Analyst Date(s) / Timeframe: August 2023 - May 2024 Funding Sources: - Title I (211) - 211-13-6119-04E-219-30-510-000000-24F10 - \$78,615, - Title I (211) - 211-11-6399-04E-219-30-510-000000-24F10 - \$4,271.42, - Gifted & Talented (199 PIC 21) - - \$475	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Student progress toward measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting for (CLI, MAP, STAAR, Unit Assessments, and Core 5) Intended Audience: Instructional Leadership Team, Teachers, Students Provider / Presenter / Person Responsible: Administrators, Data Analyst Date(s) / Timeframe: August 2023 - May 2024	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 2022 - 2023 EOY MAP English Reading data indicate the 45% of African American students met their growth projection as compared to 50% of Economically Disadvantaged students. Root Cause: Inconsistent implementation of Tier I and targeted interventions based on student need.

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 28% to 40% by May 2024.

Increase the percentage of African American students scoring at MEETS or above on STAAR Math from 19% to 40% by May 2024.

Strategy 1: Establish a data driven culture that tracks, analyzes, and responds to students' academic needs by engaging staff, students, and families.

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Teachers, Data Analyst, Administrators

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Develop a student goal-setting and data cycle system that will allow teachers, students, and parents to set goals to measure and respond to students' academic needs Intended Audience: Teachers, Data Analyst Provider / Presenter / Person Responsible: Administrators, Data Analyst Date(s) / Timeframe: August 2023 - May 2024	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Student progress toward measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting for (CLI, MAP, STAAR, Unit Assessments, and Core 5) Intended Audience: Instructional Leadership Team, Teachers, Students Provider / Presenter / Person Responsible: Administrators, Data Analyst Date(s) / Timeframe: August 2023 - May 2024	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> Continue/Modify <div><div><div></div></div><div></div></div> Discontinue				

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School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: 2022 - 2023 EOY MAP Math data indicate that 45% of Special Education students met their growth projection as compared to 59% of Economically Disadvantaged students. **Root Cause:** Inconsistent implementation of Tier I and targeted interventions based on student need.

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 21% to 15% by May 2024.

Evaluation Data Sources: FWISD Dashboard, Focus, ADQ Reports

Strategy 1: Align and leverage programs, resources, and systems of support to improve daily attendance.

Strategy's Expected Result/Impact: Increased attendance and achievement

Staff Responsible for Monitoring: FES, Data Clerk, Teachers, Leadership Team

Title I:





2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Demographics 1 - Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Utilize FES as a liaison to parents by providing follow up calls when students are absent and coordinate support to improve attendance. Intended Audience: Parents and Students Provider / Presenter / Person Responsible: FES, Administrators Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Family and Community Partnerships Delivery Method: In person, phone, email	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide Professional Learning opportunities that develop the capacity of staff to promote a positive and inclusive school culture. Intended Audience: Teachers, Staff and Students Provider / Presenter / Person Responsible: Leadership Team, Teachers Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Provide incentives for attendance Intended Audience: Students, Parents Provider / Presenter / Person Responsible: FES, Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Delivery Method: In person Funding Sources: - Title I (211) - 211-11-6499-04E-219-30-510-000000-24F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 2022-2023 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5. Root Cause: Lack of systems to educate parents on the importance of attendance in the early grades.
Perceptions
Problem Statement 2: 2022-2023 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5. Root Cause: Lack of systems to educate parents on the importance of attendance in the early grades.

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 4.6% to 3% by May 2024.
Decrease the number of discipline referrals by school personnel for African American students from 6.3% to 3% by May 2024.

Evaluation Data Sources: FWISD Dashboard, Focus, ADQ

Strategy 1: Align and leverage programs, resources, and MTSS systems of support to decrease discipline incidents and improve school culture and climate.

Strategy's Expected Result/Impact: Increased attendance and achievement

Staff Responsible for Monitoring: Teachers, Leadership Team

Title I:





2.4, 2.5, 2.6

- **TEA Priorities:**

Recruit, support, retain teachers and principals

Problem Statements: Demographics 2 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Through professional learning, develop the capacity of teachers and staff on Restorative Practices, Culturally Responsive Teaching and mental health and wellness skills for adults and students. Intended Audience: Teachers, Staff and Students Provider / Presenter / Person Responsible: Counselor, Leadership Team Date(s) / Timeframe: September 2023 - May 2024 Collaborating Departments: Student Support Services Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide tools and resources to staff to support students with disabilities and learning needs. Intended Audience: Teachers Provider / Presenter / Person Responsible: Counselor, LSSP, Intervention Specialist Date(s) / Timeframe: September 2023 - May 2024 Collaborating Departments: Student Support Services Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Provide incentives and recognition for positive behavior. Intended Audience: Teachers, Students Provider / Presenter / Person Responsible: Administrator, Teachers Date(s) / Timeframe: August 2023 - May 2024 Funding Sources: - Title I (211) - 211-11-6499-04E-219-30-510-000000-24F10 - \$3,000	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:

Demographics
Problem Statement 2: 2022-2023 data indicate that of the 29 violations resulting in school/out of school suspensions 14 took place between 12pm - 2pm. This is during recess time for 2nd - 5th grade which is unstructured play. Root Cause: Inconsistent implementation of SEL strategies as evidenced in walkthroughs and morning meetings.
Perceptions
Problem Statement 1: 2022-2023 data indicate that of the 29 violations resulting in school/out of school suspensions 14 took place between 12pm - 2pm. This is during recess time for 2nd - 5th grade which is unstructured play. Root Cause: Inconsistent implementation of SEL strategies as evidenced in walkthroughs and morning meetings.

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 African American students on our campus from 13 to 10 by May 2024.

Evaluation Data Sources: FWISD Dashboard, Focus, ADQ

Strategy 1: Align and leverage programs, resources, and systems of support to improve response to discipline.

Strategy's Expected Result/Impact: Reduced out of school suspensions and increased learning time.

Staff Responsible for Monitoring: Leadership team, Teachers

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

Problem Statements: Demographics 2 - Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: Through professional learning, develop the capacity of teachers and staff on Restorative Practices, Culturally Responsive Teaching and mental health and wellness skills for adults and students. Intended Audience: Teachers, Staff and Students Provider / Presenter / Person Responsible: Counselor, LSSP, Leadership Team Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Student Support Services Delivery Method: In person Funding Sources: - Title I (211) - 211-13-6299-04E-219-30-510-000000-24F10 - \$5,000		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: 2022-2023 data indicate that of the 29 violations resulting in school/out of school suspensions 14 took place between 12pm - 2pm. This is during recess time for 2nd - 5th grade which is unstructured play. Root Cause: Inconsistent implementation of SEL strategies as evidenced in walkthroughs and morning meetings.

Perceptions

Problem Statement 1: 2022-2023 data indicate that of the 29 violations resulting in school/out of school suspensions 14 took place between 12pm - 2pm. This is during recess time for 2nd - 5th grade which is unstructured play. **Root Cause:** Inconsistent implementation of SEL strategies as evidenced in walkthroughs and morning meetings.

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 2 to 5 by May 2024.

Evaluation Data Sources: Sign In sheets; parent surveys

Strategy 1: Align and leverage programs, resources, and systems of support to improve daily attendance, improve response to discipline, increase parent/school engagement and improve outcomes on community/student/staff surveys.

Strategy's Expected Result/Impact: Increase parental involvement and student growth by providing parents with information on student achievement and performance.

Staff Responsible for Monitoring: Leadership Team
FES
Teachers

Title I:
2.4, 2.5, 4.1, 4.2

- TEA Priorities:
Build a foundation of reading and math

Problem Statements: Demographics 1 - Perceptions 2

Action Step 1 Details		Reviews			
Action Step 1: Host multiple school activities to share student data, academic progress and opportunities for school connectedness. Activities will support student reading/math achievement and foster school connectedness. Intended Audience: Families and Community Provider / Presenter / Person Responsible: Leadership Team, FES, Teachers Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Parent and Community Partnerships Delivery Method: In person Funding Sources: - Parent Engagement - 211-61-6499-04L-219-30-510-000000-24F10 - \$1,000, - Parent Engagement - 211-61-6399-04L-219-30-510-000000-24F10 - \$1,200		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>Continue/Modify</div></div><div><div>Discontinue</div></div></div>					

School Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: 2022-2023 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5. Root Cause: Lack of systems to educate parents on the importance of attendance in the early grades.
Perceptions
Problem Statement 2: 2022-2023 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5. Root Cause: Lack of systems to educate parents on the importance of attendance in the early grades.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3		Technology for instructional use	211-11-6396-04E-219-30-510-000000-24F10	\$5,000.00
1	3	1	3		Reading materials for classroom use	211-11-6329-04E-219-30-510-000000-24F10	\$5,000.00
1	3	2	2		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-219-30-510-000000-24F10	\$5,000.00
3	1	1	1		Supplies and materials for instructional use	211-11-6399-04E-219-30-510-000000-24F10	\$4,271.42
3	1	1	1		Data Analyst	211-13-6119-04E-219-30-510-000000-24F10	\$78,615.00
4	1	1	3		Snacks or incentives for students	211-11-6499-04E-219-30-510-000000-24F10	\$3,000.00
4	2	1	3		Snacks or incentives for students	211-11-6499-04E-219-30-510-000000-24F10	\$3,000.00
4	3	1	1		Contracted professional development	211-13-6299-04E-219-30-510-000000-24F10	\$5,000.00
Sub-Total							\$108,886.42
Budgeted Fund Source Amount							\$108,886.42
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	3		Supplies and materials for instructional use	199-11-6399-001-219-24-313-000000-	\$6,205.00
Sub-Total							\$6,205.00
Budgeted Fund Source Amount							\$6,205.00
+/- Difference							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1		Supplies and materials for parental involvement	211-61-6399-04L-219-30-510-000000-24F10	\$1,200.00
4	4	1	1		Snacks for Parents to promote participation	211-61-6499-04L-219-30-510-000000-24F10	\$1,000.00
Sub-Total							\$2,200.00
Budgeted Fund Source Amount							\$2,200.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	4	1		Reading materials - instruction	199-11-6329-001-219-25-313-000000	\$1,200.00
1	3	4	1		Extra duty - professional development after hours	199-13-6116-001-219-25-313-000000	\$551.00
Sub-Total							\$1,751.00
Budgeted Fund Source Amount							\$1,751.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1		GENERAL SUPPLIES		\$475.00
Sub-Total							\$475.00
Budgeted Fund Source Amount							\$475.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	3	2		GENERAL SUPPLIES		\$6,235.00

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Sub-Total							\$6,235.00
Budgeted Fund Source Amount							\$6,235.00
+/- Difference							\$0.00
Grand Total Budgeted							\$125,752.42
Grand Total Spent							\$125,752.42
+/- Difference							\$0.00

Addendums

Lowery Road PTO
"Joining Hands to Make a Difference"

JOIN US FOR THE FIRST
PTO MEETING

**Tuesday, September 12, 2023
at 6:00 pm
in the School Library**

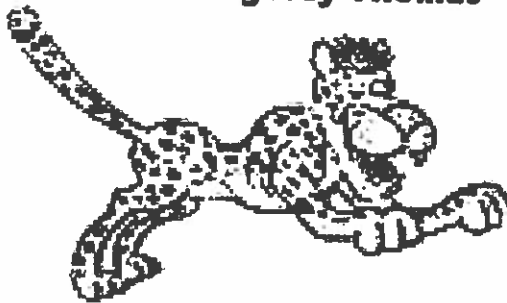
WHO CAN ATTEND & JOIN THE PTO?

★ PARENTS ★ TEACHERS ★ COMMUNITY
★ GRANDPARENTS ★ STUDENTS ★ MEMBERS

Please Help Out and Show Your Support - We All Benefit!

EVERYONE IS WELCOME - JOIN US FOR AN INFORMATIONAL MEETING!

**Meet Our New Principal!
Mr. Gregory Thomas**



Agenda Items

**Title 1 - Parent information
2023-2024 Calendar of Events
Open House – September 28th
Trunk or Treat – October 30th
5:30 – 7:00 pm**

**Bring your ideas, thoughts and
suggestions!**

Lowery Road Leopards

We Hope to See You There!

Lowery Road Parents + Teachers + Community Supporters = Success!
Your \$10.00 annual membership dues along with fundraising, support the PTO annual budget goals.
You may contact Rhonda McCarty @ (817) 815-4700 with questions or comments.

Lowery Road Elementary

7600 Lowery Road, Fort Worth, Texas 76120

OFFICE 817-815-4700

www.fortworthisd.org

Title 1 Meeting

School: Lowery Road Elementary

Date Held: September 12, 2023

I. Title I Overview

What is the purpose of Title I?

II. Academics

What should parents know about student instruction?

III. Parent Involvement

What are Parent's rights?

How can parents participate?

IV. Communications Tools

What kinds of communication tools are utilized by the School/FWISD?

Title 1 Meeting
Tuesday, September 12, 2023
Sign-In

Patricia Liffelt	3rd
Blythe Lane	Pre-K
Shane Redding	Maria K-5
Isabel Pithon	1st/2nd
^{Erica} Erica Wilson	Pre-K
Rebecca Marquez	Pre-K
Olivia Smith	1st Grade
Carmen Harris	Pre-K
Ayfa Fatema	2nd/5th
K. Brown	2nd
Courtney Giffen	2nd teacher
Tamela Reese	Assistant Principal
Gloria Ekuful	Pre-K
Autumn Paige	Pre-K
Wahed Olsiran	Pre-K3
Trimeka Tibbs	1st

Lowery Road Elementary #219
Title 1 School Information
2023-2024
Gregorey Thomas, Principal

The Title 1 program, which is not the pillar of the Elementary and Secondary Education Act (ESEA), is the oldest and largest federally funded education program, according to the U.S. Department of Education. It dates from 1965 and its main purpose has been to help underprivileged children meet challenging state academic standards. This means that schools with an economically disadvantaged student base (who are at risk of falling behind) are provided with additional funding to bridge the achievement gap between low-income students and others.

Lowery Road Elementary is a Title 1 campus. This designation is based on the number of low-income students who are considered at-risk for school achievement. To be considered a Title 1 school, a minimum of 40% of the students must qualify for free or reduced lunch. At Lowery Road, 91% of our students qualify for free and reduced lunch.

As a Title 1 school we receive supplemental funding to ensure “that all children have fair, equal and significant opportunity to obtain a high quality education and reach, at minimum, proficiency on challenging state academic achievement standards and state academic assessment.” This funding is used school-wide to improve student achievement via the added services and programs.

How does our school spend Title 1 money?

We use a district mandated *Campus Needs Assessment Planning Process* and *School-Wide Planning Team* (SBDM) to:

- Identify Data Sources & Analyze Data
- Complete our Campus Profile
- Identify Priorities/Objectives
- Implement Strategies for Student Success

What opportunities does the school provide family involvement?

Please refer to our Lowery Road Elementary website for family engagement, volunteer, and meetings/council opportunities.

Lowery Road Elementary #219
Parent School Compact
2023-2024
Gregorey Thomas, Principal

Mission

Providing students the opportunities and tools to achieve their maximum potential.

To accomplish this, parents, teachers, and students must work together. We ask that you promise to do this by reviewing and signing the part of the agreement that refers to you.

<p style="text-align: center;"><u>Parent Agreement</u></p> <p><i>I want my child to reach his/her full academic potential, therefore I will do the following to support my child's learning:</i></p> <p>I will read with or listen to my child read daily I will attend parent teacher conferences I will attend school functions when possible I will make sure my child does homework I will send my child to school daily and on time I will encourage my child to be respectful towards all teachers I will ensure my child adheres to the district adopted dress code every day</p> <p>Parent Signature _____ Date: _____</p>	<p style="text-align: center;"><u>Teacher Agreement</u></p> <p><i>The entire school staff will share the responsibility for improved student achievement; therefore we will do the following:</i></p> <p>I will hold parent/teacher conferences as needed I will send frequent reports to parents on their child's progress. I will provide opportunities for parents to volunteer I will provide an environment conducive to learning. I will respect the student and their parents</p> <p>Teacher Signature _____ Date: _____</p>
<p style="text-align: center;"><u>Student Agreement</u></p> <p><i>It is important that I do the best that I can; therefore I will do the following:</i></p> <p>I will attend school daily, on time and prepared I will turn in assignments on time I will adhere to school rules and procedures I will always try to work to the best of my ability I will believe that I can learn and I will learn I will show respect for my school, adults, myself, other students</p> <p>Student Signature _____ Date: _____</p>	<p style="text-align: center;"><u>Principal Agreement</u></p> <p><i>I fully support parent partnerships. Therefore I shall strive to do the following...</i></p> <p>I will provide an environment that allows positive communication between the teacher, parent, and student. I will encourage the entire learning community to focus on a strategic and meaningful actionable plan to increase stakeholder involvement which ultimately impacts student achievement.</p> <p>Principal Signature <u>Gregorey Thomas</u> Date: <u>9/12/23</u></p>