

Fort Worth Independent School District
111 Carter Park Elementary School
2023-2024 Improvement Plan



Mission Statement

Mission Statement

“We are Erasing the Opportunity Gap in our Community.”

Vision

CAMPUS VISION

Our vision is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion.

Core Beliefs

We believe equal access and opportunity to learn is the right of every student. School curriculum and instruction must be rigorous, relevant, engaging, and provide students with multiple options and opportunities for the future.

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Comprehensive Needs Assessment

Revised/Approved: April 18, 2023

Demographics

Demographics Summary

Our History

In 1955, the six acre site of Carter Park Elementary School was given to the Fort Worth Independent School District by the late Amon Carter, Amon Carter Jr. and Mr. Carter's daughter, Mrs. J. L. Johnson III. The school received its name from the land the Carter family gave the city along Sycamore Creek where the city developed Carter Park. The school site at the time was a cow pasture. By September, 1955, the pasture was transformed into a school by the moving of six temporary buildings, an office building and a building which was used as an auditorium and cafeteria combined. There were 220 children and 10 teachers when school opened the first year. Miss Ruth Workman was the principal who guided the school through its first school year. Carter Park currently serves over 500 students and has 32 classroom teachers.

Carter Park Elementary School is located in Southeast Fort Worth. Our current enrollment consist of 543 students 33 teachers and 11 support staff. Our campus demographic include: Hispanic 86% African American 10.% and White 4%. Our At-Risk student population is 97 %,LEP 86%, Sped 6.4%, Dyslexia .8% and GT 3%. Our campus serves students where the primary first language is Spanish @ 65%, English 28% and Swahili at 2%. Our campus attendance rate average is 92%

All students receive High Quality Tier 1 instruction using FWISD approved curriculum Eureka Math and Amplify Reading and Creative Curriculum for our Early Childhood students.

Demographics Strengths

Our campus points of pride include:

- Diverse School Culture
- Student Ambassadors
- Multi-lingual classrooms
- Teachers trained in the HB3 Reading Academies,
- Family Engagement Specialist to support families and the community stakeholders.
- Staff Quality- Exemplary and Accomplished teachers recognized by Texas Education Agency
- Amplify Reading Curriculum
- Lexia (Core 5)

- HB3 Reading Academies
- Footprints to Brilliance
- Estrellita
- Eureka Math
- Edugence (Special Education)
- Zero to Five family program
- Good for You Food Pantry and
- Concillo Parenting Classes (Formally Parent University)
- Fort Worth After School Program for Enrichment and Academic Support
- Attendance Recovery Program

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 2022-2023 Campus attendance continues to fall below the Average Daily Attendance Rate of 94.8%. **Root Cause:** Increased student absences in primary grade levels due to illnesses. Second highest percentage of attendance concerns are our Homeless population and students on Affidavit of Residency . These student are chronically absent and tardy.

Student Learning

Student Learning Summary

Reading Percent Met BOY- to- MOY

projected Growth by Grade Level Reading Percent Met -BOY to -MOY" Projected Growth by Student Group (3/23)
 Math Percent MET BOY to MOY projected Growth by Student Group

Math Percent Met BOY to MOY by Grade Level

Grade Level	MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
KG	14	36		
01	19	53		
02	72	33		
03	55	47		
04	70	37		
05	57	44		
All	287	40		

Student Group	BOY-to-MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
All Students	287	40		
Hispanic	230	40		
African American	38	42		
White	12	42		
Econ Dis	269	39		
English Learner	189	37		
Special Ed	21	24		

Grade Level	BOY-to-MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
KG	14	43		
01	58	34		
02	72	33		
03	55	55		
04	70	24		
05	57	46		
All	326	38		

Student Group	BOY-to-MOY		BOY-to-EOY	
	N	% Met Projected Growth	N	% Met Projected Growth
All Students	326	38		
Hispanic	269	38		
African American	38	34		
White	12	42		
Econ Dis	307	39		
English Learner	226	37		
Special Ed	22	41		

Student Learning Strengths

Pre K- 84% of Pre K students scored On Track on Circle Phonological Awareness in Spanish.

Pre K - 75% of Pre K students scored On Track on Circle Math in English

Pre K -70.5 of Pre K students scored On Track on Circle Math in Spanish

School suspension are below 2% at 1.1 for school year

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Increase the percentage of Kindergarten -Grade 5 students to Meets to Masters in Math Growth **Root Cause:** African American students are under-performing in Math MAP with a 34.2% passing rate. CIP Companion Guide- Math Interim Assessment reflects 0% pass rate for AA students in grades 3-5.

School Processes & Programs

School Processes & Programs Summary

- Aligned instruction- Teachers were able to deliver lessons aligned to the TEKS, ELPS, FWISD Curriculum and the campus instructional plan.
- Instructional Leadership Team monitored expectations through daily walkthroughs and clearly written SLO in student friendly terms, measurable success criteria and connections to students prior knowledge.
- Professional Development opportunities offered during school based PLCs to increase Tier 1 instruction.

School Processes & Programs Strengths

This year staff actively participate in targeted professional development and biweekly PLC's focused on Tier 1 instruction and Data analysis. Teachers collaborated with their peers and redesign their lesson plans to meet the instructional needs of all students in the classroom. Campus implemented Amplify and Lexia Core 5 to increase foundational skills reading comprehension and fluency.

- Texas Reading Academies
- Creative Curriculum
- Amplify
- Eureka

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Inconsistent opportunities for students to receive rigorous Tier 1 Instruction. **Root Cause:** Campus continued in year 2 of Amplify implementation. Campus began year one in implementation of Eureka Math. Staff received training the prior summer and materials at start of school.

Perceptions

Perceptions Summary

Our Beliefs, Mission and Vision statements are posted in all classrooms and reinforced throughout the campus hallways. The morning announcements are read in English and Spanish by the Student Ambassadors to support student voice.

Carter Park will increase its visibility in the community by continuing to invite stakeholders via flyers, blackboard and social media platforms. Campus Activities will include; Meet the Teacher, Open House, Report Card Pick up and Teacher Student Conferences Curriculum and Wellness Nights. The Fine Arts Department will increase student performances opportunities and include parents in our Real School Garden Project. The campus partnered with Tarrant County Food Bank to provide a weekly Food Pantry for the students and the community. Parents and community members received fresh fruit and vegetables for their families along with cooking classes. Students received a backpack of snacks for the weekend to support student hunger. Our community partners, Metro Ministries, provide free clothing, shoes, food and snacks for families each week. This is in collaboration with the Fort Worth Police Department. We appreciate our community partners and support given to our students and parents.

Perceptions Strengths

All staff has been trained in the Science of Reading (HB3) and implemented the new Reading curriculum Amplify. All Math teachers have been trained on Eureka Math. EOY data will reflect an increase in MAP Scores across all grade levels from BOY to EOY as evidenced from the NWEA Growth and Fluency Reports. The instructional Leadership Team and Instructional Coach will continue to provide ongoing coaching support, lesson rehearsals, team planning, walkthroughs and feedback to improve our campus accountability level rating.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Lack of instructional ownership of student MAP performance data **Root Cause:** Staff was untrained in reading and interpreting student performance data as related to MAP and the New STAAR Redesigned. Students did not receive Tier I instruction and some staff provided limited opportunities for student engagement.

Priority Problem Statements

Problem Statement 1: 2022-2023 Campus attendance continues to fall below the Average Daily Attendance Rate of 94.8%.

Root Cause 1: Increased student absences in primary grade levels due to illnesses. Second highest percentage of attendance concerns are our Homeless population and students on Affidavit of Residency . These student are chronically absent and tardy.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Increase the percentage of Kindergarten -Grade 5 students to Meets to Masters in Math Growth

Root Cause 2: African American students are under-performing in Math MAP with a 34.2% passing rate. CIP Companion Guide- Math Interim Assessment reflects 0% pass rate for AA students in grades 3-5.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Inconsistent opportunities for students to receive rigorous Tier 1 Instruction.

Root Cause 3: Campus continued in year 2 of Amplify implementation. Campus began year one in implementation of Eureka Math. Staff received training the prior summer and materials at start of school.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Lack of instructional ownership of student MAP performance data

Root Cause 4: Staff was untrained in reading and interpreting student performance data as related to MAP and the New STAAR Redesigned. Students did not receive Tier I instruction and some staff provided limited opportunities for student engagement.

Problem Statement 4 Areas: 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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data
- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

District Goals

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 52% to 67% by May 2024.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 95% to 97% by May 2024.

*Increase the percentage of PK English students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 50% to 67% by May 2024.

HB3 District Goal

Evaluation Data Sources: Circle Data Reports, classroom observations and feedback and weekly formative assessments

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Bi-literacy Framework Creative Curriculum 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: 100% of literacy lesson plans and classroom observations will be grounded in explicit instruction based in the Science of Teaching Reading.

Staff Responsible for Monitoring: Instructional Leadership Team, Early Childhood, Instructional Coach

Title I:

2.4, 2.6

- TEA Priorities:





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

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

- Targeted Support Strategy - Results Driven Accountability

Action Step 1 Details	Reviews			
<p>Action Step 1: Primary teachers will provide Tier I instruction for all Early Childhood students in English and Spanish using district approved Creative Curriculum.</p> <p>Intended Audience: Early Childhood Teachers and support staff</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team</p> <p>Date(s) / Timeframe: August 2023-May 2024</p> <p>Collaborating Departments: Literacy, Bilingual and Early Childhood,</p> <p>Delivery Method: Daily Tier I instruction, Weekly Assessments, and Quarterly Assessments. Circle Assessment</p> <p>Funding Sources: Instructional Supplies - Title I (211) - 211-11-6399-04E-111-30-510-000000-24F10 - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

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

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 45% to 53% by May 2024.
% to 56% by May 2024.

*Increase the percentage of Spanish Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 43% to 53% by May 2024.

*Increase the percentage of ED students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 43% to 53% by May 2024.

HB3 District Goal

Evaluation Data Sources: MAP Fluency Reports, Assessments, Student tracking sheets, Lesson Plan reviews, Classroom observations, walkthroughs and feedback.

Strategy 1: Build teacher instructional capacity to plan and implement explicit/systemic Tier1 instruction using the Amplify and Lexia/Core 5 curriculum to differentiated and scaffold supports for all students. Small group targeted instruction using skill builder lessons.

Strategy's Expected Result/Impact: 100% of literacy lesson plans and classroom observations will be grounded in explicit instruction based in the Science of Teaching of Reading

Staff Responsible for Monitoring: Instructional Leadership Team, Teachers, Instructional Coach

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

- Targeted Support Strategy - Results Driven Accountability

Action Step 1 Details	Reviews			
<p>Action Step 1: 100% of literacy lesson plans and classroom observation will demonstrate systemic Tier 1 instruction based in the Science of Teaching Reading using the Amplify curriculum. 100% of lesson planned will identify scaffold supports for all students. 100% lesson plans and classroom observations will show evidence of formative assessment. 100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p>Intended Audience: Classroom Teachers and Students Provider / Presenter / Person Responsible: Instructional Leadership Team. Teachers and Instructional Coach Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Early Childhood, Literacy, Bilingual, and Curriculum and Instruction Delivery Method: Professional Development, Data Meeting, PLC, Tutoring , Walkthroughs and Conferences</p> <p>Funding Sources: - Title I (211) - 211-11-6117-04E-111-30-510-000000-24F10 - \$5,000, - Title I (211) - 211-11-6116-04E-111-30-510-000000-24F10 - \$15,000, - Title I (211) - 211-11-6499-04E-111-30-510-000000-24F10 - \$3,000, - SCE (199 PIC 24) - 199-11-6329-001-111-24-313-000000- - \$7,820</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<p>Action Step 2: 100 % of SPED students will receive instructional support according to their IEP goals each six weeks.</p> <p>Intended Audience: Classroom Teachers and SPED Students Provider / Presenter / Person Responsible: Inclusion, classroom and diagnostician Date(s) / Timeframe: August 2023 - Mau 2024 Collaborating Departments: Special Education Delivery Method: Daily Tier I Instruction with classroom push in support</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

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 RP Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 49% 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 44% to 60% by May 2024.

*Increase the percentage of ED students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 44% to 60 % by May 2024.

HB3 District Goal

Evaluation Data Sources: NWEA MAP Growth Reports, Targeted small group instruction, Assessments, PLC's, Data Meeting, Walkthroughs and Coaching conversations to increase student performance

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

Strategy's Expected Result/Impact: Increase students overall performance level by one progress measure through Tier I Instruction

Staff Responsible for Monitoring: Teachers, Instructional Coach, Data Analyst, Inclusion and Campus Administrators

Title I:

2.4, 2.6

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Provide opportunities for computer based accelerated instruction , and small group instruction for all students to increase overall student performance in Reading. TELPAS, STAAR and Lexia Core 5 Intended Audience: Students, Teachers and Instructional Leadership Team	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: Computer Lab TA III, Instructional Coach,
Date(s) / Timeframe: August 2023- May 2024
Collaborating Departments: Technology, Literacy, Curriculum and Instruction
Delivery Method: Daily computer based instruction, (Lexia/Core 5, DreamBox Learning) TA Supplemental support
 Intervention materials for Tier 3 student support

Funding Sources: Computer Lab Teacher - Title I (211) - 211-11-6129-04U-111-30-510-000000-24F10 - \$27,000, -
 Title I (211) - 211-11-6399-04E-111-30-510-000000-24F10 - \$15,500, - BEA (199 PIC 25) -
 199-11-6117-001-111-25-313-000000 - \$3,349

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 28% to 55% by August 2024.

School Performance Objective 1: Increase the percentage of Spanish PK students who score On Track on Circle Math from 84% to 95% by May 2024. Increase the percentage of RP students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 76% to 85% by May 2024.

HB3 District Goal

Evaluation Data Sources: Circle Math Assessments, Data Reports, classroom observations and feedback and weekly formative assessments

Strategy 1: Improve Tier 1 Math instruction using Creative Curriculum, manipulatives and resource to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional lesson.

Strategy's Expected Result/Impact: Increase students overall performance in Creative Curriculum assessments and Circle Assessments for BOY and EOY

Staff Responsible for Monitoring: Early Childhood teachers, staff and specialist, campus and district coaches

Title I:

2.4, 2.6





- TEA Priorities:

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

- ESF Levers:

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

- Targeted Support Strategy

Action Step 1 Details	Reviews			
<p>Action Step 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Bi-literacy Framework Creative Curriculum ensuring Fundamental Four to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.</p> <p>Intended Audience: Early Childhood Teachers</p> <p>Provider / Presenter / Person Responsible: Instructional Leadership Team, Teachers and Instructional Coach</p> <p>Date(s) / Timeframe: August 2023 -May 2024</p> <p>Collaborating Departments: Math Dept., Bilingual and Early Childhood,</p> <p>Delivery Method: Daily Tier I instruction, Weekly Assessments, and Quarterly Assessments. Circle Assessment</p>	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 28% to 55% by August 2024.

School Performance Objective 2: Increase the percentage of Spanish Kinder students who score On Track on TX-KEA Math from 52% to 72% by May 2024.

Increase the percentage of English (RP) students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 0% to 50% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: TX-KEA Data Reports, MAP Reports, Students, Tracking sheets

Strategy 1: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing weekly PLC's, Instructional, Math Frameworks to increase student achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Campus MAP Math performance will increase as teacher fully implement the Eureka Curriculum and aligned assessments.

Staff Responsible for Monitoring: Administrators, Instructional Coach, Data Analyst, Inclusion and classroom teachers

Title I:

2.4, 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

Action Step 1 Details	Reviews			
Action Step 1: Teachers will actively implement Eureka Math concepts and practice lesson delivery with instructional coach and ILT. Implement Dreambox Learning for targeted lesson reinforcement. Intended Audience: Classroom teachers, tutors and students Provider / Presenter / Person Responsible: Instructional Leadership Team/ Classroom teachers Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Teaching and Learning, Early Childhood, Bilingual Dept. Delivery Method: Tier I Instruction	Formative			Summative
	Nov	Jan	Mar	June






District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 28% to 55% 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 44% to 60% by May 2024.

Increase the percentage of EB/EL students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 42% to 60% by May 2024.

HB3 District Goal

Evaluation Data Sources: Curriculum Map, unit assessments, student work analysis and MAP Growth Reports

Strategy 1: Improve Tier 1 Math instruction using Eureka Learning /district approved curriculum to focus on math and concept attainment by utilizing , Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: 100% of Math lesson plans and classroom observations will be grounded in Tier 1 explicit instruction

Staff Responsible for Monitoring: Instructional Leadership Team, Classroom teachers, Degreed Tutors

Title I:

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

- Targeted Support Strategy

Action Step 1 Details	Reviews			
<p>Action Step 1: Increase overall student performance in the Math classrooms using a high quality curriculum (Eureka) with fidelity. Monitor with unit assessments and District Interim assessments.</p> <p>Intended Audience: Classroom Math teachers and students</p> <p>Provider / Presenter / Person Responsible: Classroom Teachers, Instructional Coach, Data Analyst</p> <p>Date(s) / Timeframe: August 2023-May 2024</p> <p>Collaborating Departments: Math department, Curriculum and Instruction</p> <p>Delivery Method: Tier I Instruction, pushing small group during and after school tutoring</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Increase the rigor in core content areas with accelerated instruction for all Economically Disadvantage students.</p> <p>Intended Audience: Campus Literacy, Math and Science Teachers</p> <p>Provider / Presenter / Person Responsible: Classroom Teachers, ILT, and Tutor</p> <p>Date(s) / Timeframe: August 2023- May 2024</p> <p>Collaborating Departments: Math and Literacy</p> <p>Delivery Method: Daily Tier I instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 25% to 55% by May 2024.

Increase the percentage of Hispanic students from 26% to 55% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR Reading Data Reports

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, formative and summative assessments from the Curriculum Framework in all courses for all students.

Strategy's Expected Result/Impact: 100% of literacy lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based in the Science of Teaching
90% of lesson plans will identify scaffold supports for all students.

90% lesson plans and classroom observations show evidence of formative assessment.

100% of feedback will focus on instructional strategies and routines that facilitate student learning

100% of students in grades 3-5 will participate in competitive reading books to promote literacy comprehension. (Battle of the Books)

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

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
Action Step 1: Instructional Coach and Data Analyst will support targeted staff to design and deliver Tier I instruction. Data will be tracked and monitored after Unit Assessments, Benchmarks and Performance Checks Intended Audience: Classroom Teachers, students, and parents	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: Instructional Leadership Team


Date(s) / Timeframe: August 2023-2024


Collaborating Departments: Bilingual, Literacy, Math, Dyslexia, SPED

Delivery Method: Tier 1 Instruction, Data Meeting, Walkthroughs, and Conference

Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04E-111-30-510-000000-24F10 - \$78,595.06

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 25% to 55% by May 2024.

Increase the percentage of Economically Disadvantage students from 22% to 55% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR Math Data Reports

Strategy 1: Implement high quality Tier I instruction in Math using Eureka and FWISD approved supplemental resources.

Strategy's Expected Result/Impact: 100% of Math lesson plans and classroom observations will demonstrate systemic Tier 1 instruction 90% of lesson planned will identify scaffold supports for all students.





Staff Responsible for Monitoring: Instructional Leadership Team

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Action Step 1 Details	Reviews			
<p>Action Step 1: Build teacher instructional capacity to plan and implement explicit/systemic Tier 1 instruction in Math differentiated and scaffold supports for all students. Check for understanding with TEKS supplemental resource materials. Think Up Math Grades 3-5</p> <p>Intended Audience: Classroom teachers</p> <p>Provider / Presenter / Person Responsible: Math Department/Coach, Administrators, Instructional Coach, Data Analyst</p> <p>Date(s) / Timeframe: August 2023- May 2024</p> <p>Collaborating Departments: FWISD Math department and Coach</p> <p>Delivery Method: Lesson Rehearsals, PLCs and Data meetings</p> <p>Funding Sources: Think Up Curriculum Supplemental Resources - Title I (211) - 211-11-6399-04E-111-30-510-000000-24F10 - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Strategy 2: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: All instructional staff will be trained in interpreting data and planning lessons to meet targeted TEKS for student mastery.

Staff Responsible for Monitoring: Instructional Leadership Team, Data Analyst, Instructional Coach and Teachers

Title I:

2.4, 2.6


- TEA Priorities:


Build a foundation of reading and math, Improve low-performing schools


- ESF Levers:


Lever 5: Effective Instruction

Action Step 1 Details	Reviews			
<p>Action Step 1: Monthly PLCs to review High leverage TEKS and student work samples. Samples will be rated using a rubric with High, Medium and Low success criteria.</p> <p>Intended Audience: Classroom Teachers</p> <p>Provider / Presenter / Person Responsible: Data Analyst, Instructional Coach</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Collaborating Departments: Math, Teaching and Learning</p> <p>Delivery Method: Professional Development , PLC, Data Meeting</p> <p>Funding Sources: - Title I (211) - 211-11-6112-OPD-111-30-510-000000-24F10 - \$2,500</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Strategy 3: new

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

School Performance Objective 1: Increase the overall attendance rate from 93% to 97% for all students by May 2024.

HB3 District Goal

Evaluation Data Sources: Attendance Report, Attendance Recovery Report, MTSS and Report Card

Strategy 1: Decrease the overall percentages for students who are chronically absent. Maintain a tracking systems for calling parents and recording reasons for absences. Maintain accurate records.

Strategy's Expected Result/Impact: Campus excessive attendance will decrease overall resulting in an increase in student performance.

Staff Responsible for Monitoring: Admin, Counselor, Attendance Committee, Data Clerk and Family Engagement Specialist





Title I:

2.4, 2.6

- ESF Levers:

Lever 3: Positive School Culture

Action Step 1 Details	Reviews			
<p>Action Step 1: Campus will create a system for tracking and celebrate students meeting FWISD attendance goals. Intended Audience: Parents, students, teachers and staff Provider / Presenter / Person Responsible: Classroom Teachers, Counselor, Data Clerk, ILT, Attendance Committee Date(s) / Timeframe: August 2023- May 2024 Collaborating Departments: Family Engagement Specialist, Counseling and MHMR Navigator Delivery Method: Marquee, Hallway Boards, Announcement , Shout outs, Blackboard Call out system Funding Sources: - Title I (211) - 211-61-6499-04L-111-30-510-000000-24F10 - \$500, - Title I (211) - 211-61-6116-04L-111-30-510-000000-24F10 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Incentives will be offered each six weeks for students who maintained a 95% attendance rate for the previous six weeks.</p> <p>Intended Audience: Teacher, parents and students</p> <p>Provider / Presenter / Person Responsible: Teachers, Data Clerk, Counselor, Admin and Family Engagement Specialist</p> <p>Date(s) / Timeframe: August 2023-May 2024</p> <p>Collaborating Departments: Family Engagement, Family and Community Outreach, Community Partners</p> <p>Delivery Method: Incentive carts, Field Trip, (FWISD Mint) and End of the year Trip</p> <p>Funding Sources: Compensation for Family Engagement Specialist to host afterschool events - Parent Engagement - 211-61-6116-04L-111-30-510-000000-24F10 - \$3,264</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

School Performance Objective 2: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 5 to 7 by May 2024.

HB3 District Goal

Evaluation Data Sources: Family Engagement Qualtrics Logs
Campus Flyers and Sign in Sheets

Strategy 1: Facilitate positive perception of school community through collaboration, communication and parent workshop.

Strategy's Expected Result/Impact: 100% monthly school to home communication completed by support staff and administration
15% Increase in parent engagement opportunities and workshops

Staff Responsible for Monitoring: Family Communication Specialist

Title I:

2.4, 2.6

- TEA Priorities:


Build a foundation of reading and math


- ESF Levers:


Lever 3: Positive School Culture


- Targeted Support Strategy - Additional Targeted Support Strategy

Action Step 1 Details	Reviews			
<p>Action Step 1: Increase campus visibility in the community through monthly parent involvement activities such as Parent Teacher conferences, report card pickup, Open House and curriculum and wellness nights.</p> <p>Intended Audience: Parents, teachers students and community stakeholders</p> <p>Provider / Presenter / Person Responsible: Family Engagement Specialist, Administrators, and Teacher Leaders</p> <p>Date(s) / Timeframe: August 2023- May 2024</p> <p>Collaborating Departments: FWISD, Community Partners</p> <p>Delivery Method: Monthly meetings and/or events, Parent Workshops, Flyer notices of community events and Social media post.</p> <p>Funding Sources: - Title I (211) - 211-61-6399-04L-111-30-510-000000-24F10 - \$1,800</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Instructional Supplies	Supplies and materials for instructional use	211-11-6399-04E-111-30-510-000000-24F10	\$2,500.00
1	2	1	1		Tutors with degree or certified	211-11-6117-04E-111-30-510-000000-24F10	\$5,000.00
1	2	1	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-111-30-510-000000-24F10	\$15,000.00
1	2	1	1		Snacks or incentives for students	211-11-6499-04E-111-30-510-000000-24F10	\$3,000.00
1	3	1	1		Supplies and materials for instructional use	211-11-6399-04E-111-30-510-000000-24F10	\$15,500.00
1	3	1	1	Computer Lab Teacher	Computer Lab Assistant	211-11-6129-04U-111-30-510-000000-24F10	\$27,000.00
3	1	1	1	Data Analyst	Data Analyst	211-13-6119-04E-111-30-510-000000-24F10	\$78,595.06
3	2	1	1	Think Up Curriculum Supplemental Resources	Supplies and materials for instructional use	211-11-6399-04E-111-30-510-000000-24F10	\$2,500.00
3	2	2	1		Subs for professional development	211-11-6112-0PD-111-30-510-000000-24F10	\$2,500.00
4	1	1	1		Extra duty for family engagement activities after hours	211-61-6116-04L-111-30-510-000000-24F10	\$3,000.00
4	1	1	1		Snacks for parents to promote participation	211-61-6499-04L-111-30-510-000000-24F10	\$500.00
4	2	1	1		Supplies and materials for parental involvement	211-61-6399-04L-111-30-510-000000-24F10	\$1,800.00
Sub-Total							\$156,895.06
Budgeted Fund Source Amount							\$156,895.06
+/- Difference							\$0.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	1	1		Reading materials for classroom use	199-11-6329-001-111-24-313-000000-	\$7,820.00
Sub-Total							\$7,820.00
Budgeted Fund Source Amount							\$7,820.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	2	Compensation for Family Engagement Specialist to host afterschool events	Extra Duty for parental involvement	211-61-6116-04L-111-30-510-000000-24F10	\$3,264.00
Sub-Total							\$3,264.00
Budgeted Fund Source Amount							\$3,264.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1		Tutors with degree or certified	199-11-6117-001-111-25-313-000000	\$3,349.00
Sub-Total							\$3,349.00
Budgeted Fund Source Amount							\$3,349.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$403.00
+/- Difference							\$403.00

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
							\$0.00
Sub-Total							\$0.00
Budgeted Fund Source Amount							\$3,038.00
+/- Difference							\$3,038.00
Grand Total Budgeted							\$174,769.06
Grand Total Spent							\$171,328.06
+/- Difference							\$3,441.00