

Fort Worth Independent School District
206 Bill J. Elliott Elementary School
2023-2024 Improvement Plan



Mission Statement

Bill J. Elliott Elementary School Mission

To create a positive learning environment with a challenging and rigorous curriculum that fosters high expectations and success for all students.

Vision

Bill J. Elliott Elementary School Vision

All students will excel in Literacy by the third grade.

Value Statement

Bill J. Elementary School Motto

“Thrive In The Hive”

Student Daily Affirmation

I will **Be** at school daily prepared to learn and allow others to learn

I will **Expect** to have a good and safe day

I will **Exceed** expectations in my behavior and academics

I will **Show** pride in myself by the way I act and respect others

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Comprehensive Needs Assessment

Revised/Approved: September 4, 2023

Demographics

Demographics Summary

Bill J. Elliott Elementary is a Title 1 campus. Comprised of about 410 students, PK-5th grade. 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 Elliott, 91% of our students qualify for free and reduced lunch. Our student population reflects 81% African American, 11% Hispanic, and 8% White and other.

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.

Our staff is comprised of 21 classroom teachers, three specials teachers, three special education teachers, one dyslexia teacher, 6 teaching assistants, two instructional coaches, one librarian, one counselor, one speech therapist, one LSSP, one nurse, parent liaison, and two administrators. Years of experience for teaching staff is as follows: 10 or more years:33.5% 5-9 years: 16% 1-4 years: 29% 0 years: 7% Demographics for teachers: African American: 45.2% Hispanic:1% White: 53.8%

Demographics Strengths

Our campus strengths: 90% of Returning Teachers are Proficient or above in Domain 2.3.

We've increased the quantity of Early Childhood Learning Pre-K 3 and Pre-K 4 Classrooms.

We have an established Parent Teacher Association (35 years).

Our daily attendance rate remains above 90%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Data revealed 45% of teachers felt students are given limited opportunities to learn about people from different races, ethnicities, or cultures. **Root Cause:** Limited Professional Learning provided focusing on utilizing culturally responsive teaching strategies.

Problem Statement 2 (Prioritized): Data revealed 48% of teachers have difficulty improving their implementation of different teaching strategies. **Root Cause:** The lack of lesson and unit internalization that yields in-depth comprehension of which teaching strategies to implement during specific parts of the lesson structure.

Student Learning

Student Learning Summary

Bill J. Elliott is a B-rated campus. Students have consistently demonstrated achievement in areas of instruction. Professional development in the 2022-23 school year included: Internalization of Literacy and Math curriculum. A deep dive into the new Instructional and Literacy Framework developed by FWISD, vertical groups were formed that analyzed the lowest-performing TEKS across grade levels for literacy and math, and a weekly PLC's was held.

At the end of this year-long focus on understanding the internalization of the Literacy and Math curriculum along with the Instructional and Literacy Framework, classroom walk-throughs demonstrate greater evidence of fidelity to the lesson cycle and gradual release of instruction. Teachers demonstrate a greater proficiency with explicit modeling and use of process steps during the literacy and math block, teachers feel more comfortable moving between the Four Fundamentals of Literacy Instruction. Teachers continue to ask for additional strategies for consistently providing instruction at the level of rigor for the TEKS.

During the 2022-2023 school year, with the loss of interim assessments, the campus continued looking for ways to strengthen the assessment/data analysis/instructional planning process. 2022-2023 EOY MAPS Data: Only 49% of students met projected growth on the reading EOY MAPS data. Subgroup data reflected: 47% AA, 59% Hispanic, 50% White 49% Economically Disadvantaged, 56% Special Education. Only 50% of students met projected growth on the math EOY MAPS data. Subgroup data reflected: 38% Hispanic, 50% AA, 75% White 50% Economically Disadvantaged, 42% ELL, 44% Special Education TX-KEA Kindergarten Category Percentage of students on track Letter Names 63% Letter Sounds 75% Vocabulary 73% Math 47% Circle Progress Monitoring Category Percentage of students on track Early Writing 96% Phonological Awareness 79% Math 92%

Student Learning Strengths

Campus Strengths: Received an Overall "B" rating for the 2021-2022 from TEA. 92% of 4th-grade students met or exceeded student progress on the 2022 Reading STAAR. 95% of 4th-grade students met or exceeded student progress on the 2022 Math STAAR. K-5 grade classrooms students met or exceeded projected growth on EOY reading MAPS. K-5 Students complete Core 5 Lexia usage daily. Every student has access to a device.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): MOY MAPS Reading data indicates that only 39% of African American 3rd-grade male students met their projected RIT score which is 36% lower than AA 3rd grade female students. **Root Cause:** The lack of professional development centered around effective instructional practice for African American male students.

Problem Statement 2 (Prioritized): Only 41% of 3rd-grade students scored at Approaches or above on the 2022 STAAR Math. **Root Cause:** Limited professional learning on delivery of instruction focusing on content-deepening with high-leverage math TEKS.

School Processes & Programs

School Processes & Programs Summary

For the 2022-2023 school year, stakeholders identified 3 areas of focus; campus data, teacher quality, and student progress. To support the 3 rocks we ensured teachers prepared standard-aligned daily lesson plans, we provided PLCs that were aligned with instructional needs identified by teachers and campus data trends and tracked students' mastery and progress of standards.

Teachers utilize the curriculum framework to ensure alignment with state standards while following the literacy instructional framework and the lesson structure to deliver effective instruction. To provide academic support to struggling students and identify needs for additional support the MTSS process is followed with fidelity. We participated in the first cohort in the implementation of the district's new gifted and talented model.

Our teacher retention rate is high, we've only had two teachers leave our campus in the last 3 years. We've implemented a new teacher mentorship program to support new (0-1) teachers. Our data showed 97% of teachers feel they have an inviting work environment and 97% found feedback and coaching thorough, useful, and supportive. Instructional Coaches were assigned to primary and intermediate grade levels to provide targeted support. Over the past three years, we have increased opportunities for students to lead on campus through an active student council, safety patrol, student spelling bee club, and house system. Student engagement and student voice have been a campus-wide focus.

School Processes & Programs Strengths

Our current strengths are: PLCs are specific and targeted based on campus data trends. 100% of teachers have participated in targeted professional development targeting lesson planning, unpacking standards, and utilizing data to drive instruction. Two instructional coaches supporting 90% of teachers in primary and intermediate grade levels. Content Coach support. 1 to 1 technology. FWCP focusing on Early Literacy. Implementation of the House System.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Only 44% of 3-5 grade students scored at MEETS or above on 2022 STAAR Reading. **Root Cause:** Limited time and focus spent on using complex text using scaffolding techniques to support reading tier 1 instruction.

Problem Statement 2: Only 18% of our campus population is identified with dyslexia which is 20% lower than the state estimated total of 38% for our campus population. **Root Cause:** Lack of an efficient system to understand, identify and monitor the progress of dyslexia students.

Perceptions

Perceptions Summary

Bill J. Elliot Elementary School Vision: All students will be reading on or above grade level by 3rd grade Bill J. Elliott Elementary School Mission: To create a positive learning environment with a challenging and rigorous curriculum that fosters high expectations and success for all students. Bill J. Elementary School Motto: “Thrive In The Hive” Student Daily Affirmation: I will Be at school daily prepared to learn and allow others to learn I will Expect to have a good and safe day I will Exceed expectations in my behavior and academics I will Show pride in myself by the way I act and respect others.

Data revealed: 92% of students have a teacher or other adult from school who they can count on to help them, no matter what. 86% of students feel respected by their teachers. 97% of teachers feel they have an inviting work environment. Implementation of PBIS, and restorative practices helped decrease discipline on our campus 29 office referrals in 2020-2021 to less than 10 in 2021-2022 with no out-of-school suspensions. To increase community relationships we have partnered with MHMR porch visits providing families with immediate support and resources.

Perceptions Strengths

Our campus strengths: Low school suspensions Positive Behavior Interventions and Supports Positive Parent-Teacher, Teacher-Student, and Administrative-Teacher Relationships Engagement events for parents supporting instruction and wellness

Parent-Teacher Association (over 100 members) 97% of teachers and staff find BJE an inviting work environment 92% of students feel supported at school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): According to Branching Minds, 38% of 3rd -5th-grade students can regulate their emotions which is 5% less than the 43% average of the district
Root Cause: Limited professional learning focusing on social-emotional learning provided to staff. Limited social-emotional support for 3rd- 5th grade students targeting regulating emotions.

Problem Statement 2 (Prioritized): According to Branching Minds, 55% of 3rd- 5th-grade male students felt a sense of belonging compared to 67% of female students. **Root Cause:** The lack of professional development centered around social-emotional practices for developing relationships with African American male students.

Problem Statement 3: According to school data, 2022-2023 students are only emerging using technology. **Root Cause:** Limited opportunities to engage in basic computer knowledge and operations.

Priority Problem Statements

Problem Statement 1: MOY MAPS Reading data indicates that only 39% of African American 3rd-grade male students met their projected RIT score which is 36% lower than AA 3rd grade female students.

Root Cause 1: The lack of professional development centered around effective instructional practice for African American male students.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Only 44% of 3-5 grade students scored at MEETS or above on 2022 STAAR Reading.

Root Cause 2: Limited time and focus spent on using complex text using scaffolding techniques to support reading tier 1 instruction.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Only 41% of 3rd-grade students scored at Approaches or above on the 2022 STAAR Math.

Root Cause 3: Limited professional learning on delivery of instruction focusing on content-deepening with high-leverage math TEKS.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: According to Branching Minds, 55% of 3rd- 5th-grade male students felt a sense of belonging compared to 67% of female students.

Root Cause 4: The lack of professional development centered around social-emotional practices for developing relationships with African American male students.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Data revealed 48% of teachers have difficulty improving their implementation of different teaching strategies.

Root Cause 5: The lack of lesson and unit internalization that yields in-depth comprehension of which teaching strategies to implement during specific parts of the lesson structure.

Problem Statement 5 Areas: Demographics

Problem Statement 6: According to Branching Minds, 38% of 3rd -5th-grade students can regulate their emotions which is 5% less than the 43% average of the district

Root Cause 6: Limited professional learning focusing on social-emotional learning provided to staff. Limited social-emotional support for 3rd- 5th grade students targeting regulating emotions.

Problem Statement 6 Areas: Perceptions

District Goals

Revised/Approved: May 31, 2024

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 36% 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 79% to 90_% by May 2024.

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

*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 88% to 90% by May 2023.

Evaluation Data Sources: FWISD Companion Guide ~Circle Assessment

Strategy 1: Ensure PLC's are regularly scheduled to actively develop engaging rigorous lessons based upon student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: To ensure PreK-5 grade students are provided with high-quality instruction that meets social-emotional and academic needs.

Staff Responsible for Monitoring: Teachers, Instructional Coaches, Administration

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Provide Professional Learning Opportunities to PK teachers focused on developmental appropriate phonologically awareness performance tasks and differentiated activities. Intended Audience: PK teachers and PK assistants Provider / Presenter / Person Responsible: Early Learning Specialist, Instructional Coaches, Leadership Team, and Teachers Date(s) / Timeframe: Aug.2023- May. 2024 Collaborating Departments: Early Learning Department Delivery Method: Professional 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: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness

Staff Responsible for Monitoring: Leadership Team, Instructional Coaches, Teacher, Teaching and Learning Dept.

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Creative Curriculum, Amplify, Reading Academies, and Core 5) by November 30, 2023 (Fall Semester) and February 28, 2024. Track and monitor enrollment, attendance, and module progress of Reading Academies to ensure 100% of teachers/staff are on track for completion each month, and request a plan for catching up for each participant who is off track with module progression. By August 25, 2023 develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, Creative Curriculum, Amplify, Reading Academies, and Core 5 and share observation cycle with staff with a goal of 100% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2024. Provider / Presenter / Person Responsible: ILT/Content Coaches Date(s) / Timeframe: Aug. 2023-May 2024 Collaborating Departments: Teaching and Learning Delivery Method: In-Person Professional Learning	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Data revealed 48% of teachers have difficulty improving their implementation of different teaching strategies. Root Cause: The lack of lesson and unit internalization that yields in-depth comprehension of which teaching strategies to implement during specific parts of the lesson structure.
Student Learning
Problem Statement 1: MOY MAPS Reading data indicates that only 39% of African American 3rd-grade male students met their projected RIT score which is 36% lower than AA 3rd grade female students. Root Cause: The lack of professional development centered around effective instructional practice for African American male students.
School Processes & Programs
Problem Statement 1: Only 44% of 3-5 grade students scored at MEETS or above on 2022 STAAR Reading. Root Cause: Limited time and focus spent on using complex text using scaffolding techniques to support reading tier 1 instruction.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 36% 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 56% to 75% by May 2023.
*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish N/A% to N/A% by May 2023.
*Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 42% to 70% by May 2023.

Evaluation Data Sources: MAP Fluency

Strategy 1: Ensure PLC's are regularly scheduled to actively develop engaging rigorous lessons based upon student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: Provide high-quality instruction that meets social-emotional and academic needs.
Staff Responsible for Monitoring: Teachers, Administration Leadership Team, Instructional Coaches

Title I:
2.4, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction

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

Action Step 1 Details		Reviews			
Action Step 1: Provide Professional Learning Opportunities to K -3rd-grade teachers focused on researched-based strategies targeting foundational skills (vocabulary, phonic awareness, phonics, listening comprehension). Intended Audience: Teachers Provider / Presenter / Person Responsible: Content Coaches, Instructional Coaches, Leadership Team, and Teachers Date(s) / Timeframe: Aug. 2023- May. 2024 Collaborating Departments: Leading and Learning Delivery Method: Professional Learning Community (Grade Level/Content/CampusWide)		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

Strategy 2: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is

occurring daily.

Strategy's Expected Result/Impact: High-quality Tier 1 instruction that results in high student achievement and progress for all students.

Staff Responsible for Monitoring: Administration Leadership Team, Instructional Coaches, Teachers

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

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

Action Step 1 Details		Reviews			
Action Step 1: Embedded in the Master Schedule teachers will be provided time to participate in collaboration with colleagues, instructional coaches, and the leadership team. Intended Audience: Teachers, Support Staff Provider / Presenter / Person Responsible: Teachers, Instructional Coaches, Leadership Team Date(s) / Timeframe: Aug. 2023-May 2024 Collaborating Departments: Leading and Learning, Eastern Hills Pyramid Schools (Teachers, Leadership Teams) Delivery Method: Weekly Professional Learning, Campus-Based PL, District PL		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 2 Problem Statements:

Demographics
Problem Statement 2: Data revealed 48% of teachers have difficulty improving their implementation of different teaching strategies. Root Cause: The lack of lesson and unit internalization that yields in-depth comprehension of which teaching strategies to implement during specific parts of the lesson structure.
Student Learning
Problem Statement 1: MOY MAPS Reading data indicates that only 39% of African American 3rd-grade male students met their projected RIT score which is 36% lower than AA 3rd grade female students. Root Cause: The lack of professional development centered around effective instructional practice for African American male students. Problem Statement 2: Only 41% of 3rd-grade students scored at Approaches or above on the 2022 STAAR Math. Root Cause: Limited professional learning on delivery of instruction focusing on content-deepening with high-leverage math TEKS.
School Processes & Programs
Problem Statement 1: Only 44% of 3-5 grade students scored at MEETS or above on 2022 STAAR Reading. Root Cause: Limited time and focus spent on using complex text using scaffolding techniques to support reading tier 1 instruction.

Perceptions

Problem Statement 1: According to Branching Minds, 38% of 3rd -5th-grade students can regulate their emotions which is 5% less than the 43% average of the district **Root Cause:** Limited professional learning focusing on social-emotional learning provided to staff. Limited social-emotional support for 3rd- 5th grade students targeting regulating emotions.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 36% 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 49% to 65% by May 2023.

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

*Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 47% to 65% by May 2023.

Evaluation Data Sources: MAP Reading

Strategy 1: Ensure PLC's are regularly scheduled to actively develop engaging rigorous lessons based upon student needs with district-approved resources and data with PreK-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

Strategy's Expected Result/Impact: To provide with high-quality instruction that meets social-emotional and academic needs.

Staff Responsible for Monitoring: Teachers, Administration, Instructional Coaches.

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

Problem Statements: Demographics 2 - Student Learning 1, 2

Action Step 1 Details		Reviews			
Action Step 1: Embedded in the Master Schedule teachers will be provided time to participate in collaboration with colleagues, instructional coaches, and the leadership team. Intended Audience: Teachers, Support Staff Provider / Presenter / Person Responsible: Teachers, Instructional Coaches, Leadership Team Date(s) / Timeframe: Aug. 2023-May 2024 Collaborating Departments: Leading and Learning, Eastern Hills Pyramid Schools (Teachers, Leadership Teams) Delivery Method: Weekly Professional Learning, Campus-Based PL, District PL		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

Strategy 2: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is

occurring daily.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading.

Staff Responsible for Monitoring: Administration Leadership Team, Instructional Coaches

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details		Reviews			
Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Creative Curriculum, Amplify, Reading Academies, and Core 5) by November 30, 2023 (Fall Semester) and February 28, 2024. Track and monitor enrollment, attendance, and module progress of Reading Academies to ensure 100% of teachers/staff are on track for completion each month, and request a plan for catching up for each participant who is off track with module progression. By August 26, 2023 develop a system/cycle of observation and feedback of literacy instruction aligned to Science of Reading, Creative Curriculum, Amplify, Reading Academies, and Core 5 and share observation cycle with staff with a goal of 100% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2024. Provider / Presenter / Person Responsible: ILT/Content Coaches Date(s) / Timeframe: Aug. 2023-May 2024 Collaborating Departments: Leading and Learning Delivery Method: In-person Professional Learning (Campus, District, Pyramid) Funding Sources: - SPED (199 PIC 23) - - \$1,000		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Strategy 3: 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: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details		Reviews			
Action Step 1: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. Retain Data Analyst and ensure consistent training. Intended Audience: Data Analyst/ILT/Teachers Provider / Presenter / Person Responsible: Data Analyst/ILT/Teachers Date(s) / Timeframe: August-May Collaborating Departments: ADQ, Core 5 Delivery Method: In-Person PL Funding Sources: - Title I (211) - 211-13-6119-04E-206-30-510-000000-24F10 - \$86,946		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Strategy 4: Assess training needs for the use of electronic resources and processes for campuses on procedures for MTSS, dyslexia, 504 referrals, referrals for FIEs in order to expand professional learning offerings.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten through Grade 5 Special Education students who meet or exceed projected growth on MAP Growth Reading

Staff Responsible for Monitoring: ILT/Counselor/Sped. Team

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: All Special Education teachers are trained in the programs recommended by the department such as; Don Johnston Accessibility Tools and GoalBook Toolkit. All Teachers receive professional learning on strategies to support students with accommodations. Intended Audience: Teachers/ILT Provider / Presenter / Person Responsible: Special Education/ILT Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Special Education Delivery Method: Professional Learning Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-206-24-313-000000- - \$1,500, - SCE (199 PIC 24) - 199-11-6329-001-206-24-313-000000- - \$1,500, - SPED (199 PIC 23) - - \$1,103	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Data revealed 48% of teachers have difficulty improving their implementation of different teaching strategies. Root Cause: The lack of lesson and unit internalization that yields in-depth comprehension of which teaching strategies to implement during specific parts of the lesson structure.
Student Learning
Problem Statement 1: MOY MAPS Reading data indicates that only 39% of African American 3rd-grade male students met their projected RIT score which is 36% lower than AA 3rd grade female students. Root Cause: The lack of professional development centered around effective instructional practice for African American male students. Problem Statement 2: Only 41% of 3rd-grade students scored at Approaches or above on the 2022 STAAR Math. Root Cause: Limited professional learning on delivery of instruction focusing on content-deepening with high-leverage math TEKS.
School Processes & Programs
Problem Statement 1: Only 44% of 3-5 grade students scored at MEETS or above on 2022 STAAR Reading. Root Cause: Limited time and focus spent on using complex text using scaffolding techniques to support reading tier 1 instruction.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 46% by August 2024.

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 92% to 95% by May 2024.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 86% to 90% by May 2023.

Evaluation Data Sources: Circle Math

Strategy 1: Develop the capacity of PK-5 teachers to Improve Tier 1 Math instruction using the district-approved curriculum to focus on math fluency and concept attainment by utilizing FWISD PLC, 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: Provide Professional Learning Opportunities to PK teachers focused on developmentally appropriate phonologically awareness performance tasks and differentiated activities.

Staff Responsible for Monitoring: Leadership Team, Early Learning, Instructional Coaches, Teachers, Data Analyst

Title I:
2.4, 2.6
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 1, 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: By August 25, 2023 develop a system/cycle of observation and feedback of Math Instruction aligned to Eureka Math and share the observation cycle with staff with a goal of 100% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2024.				

Intended Audience: Teachers, ILT Provider / Presenter / Person Responsible: ILT/Content Coaches Date(s) / Timeframe: Aug.-May Collaborating Departments: Leading and Learning Delivery Method: Professional Learning Funding Sources: - Title I (211) - 211-11-6399-04E-206-30-510-000000-24F10 - \$254.05				
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>				

Strategy 2: Improve Tier 1 Math instruction using Creative Curriculum, Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, 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: Increase the percentage of PK students who score On Track on Circle Math and the percentage of K-5th grade students meeting or exceeding growth on MAP growth.

Staff Responsible for Monitoring: Leadership Team, Instructional Coaches, Early Learning, Teachers

Title I:
2.4, 2.6

- **TEA Priorities:**
Build a foundation of reading and math

- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: By August 25, 2023 develop a system/cycle of observation and feedback of Math Instruction aligned to Eureka Math and share the observation cycle with staff with a goal of 100% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2024 Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT/Content Coaches/Early Learning Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Leading & Learning Delivery Method: Professional 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:

Demographics
Problem Statement 2: Data revealed 48% of teachers have difficulty improving their implementation of different teaching strategies. Root Cause: The lack of lesson and unit internalization that yields in-depth comprehension of which teaching strategies to implement during specific parts of the lesson structure.
Student Learning
Problem Statement 1: MOY MAPS Reading data indicates that only 39% of African American 3rd-grade male students met their projected RIT score which is 36% lower than AA 3rd grade female students. Root Cause: The lack of professional development centered around effective instructional practice for African American male students. Problem Statement 2: Only 41% of 3rd-grade students scored at Approaches or above on the 2022 STAAR Math. Root Cause: Limited professional learning on delivery of instruction focusing on content-deepening with high-leverage math TEKS.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 46% by August 2024.

School Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 39% to 50% by May 2024. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to 40% by May 2023.

Evaluation Data Sources: TX-KEA Math

Strategy 1: Develop the capacity of PK-5 teachers to Improve Tier 1 Math instruction using the district-approved curriculum to focus on math fluency and concept attainment by utilizing FWISD PLC, 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: Increase the percentage of Kinder students who score On Track on TX-KEA Math.

Staff Responsible for Monitoring: Leadership Team, Teachers, Instructional Coaches, Data Analyst.





Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 2 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: By August 26, 2023 develop a system/cycle of observation and feedback of Math Instruction aligned to Eureka Math and Creative curriculum and share the observation cycle with staff with a goal of 100% of teachers achieving Proficient in TTESS Dimensions 2 and 3 by May 2024. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT/Content Coaches Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Leading and Learning Delivery Method: In-Person Professional Learning	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, 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: Increase the percentage of Kinder students who score On Track on TX-KEA Math and increase the percentage of K-5th grade students that met or exceed MAP Math growth.

Staff Responsible for Monitoring: Leadership Team, teachers, Instructional Coaches, Data Analyst.

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Demographics 2 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for Math & Literacy (Eureka Math, Creative Curriculum, Amplify, Reading Academies, and Core 5) by November 30, 2023 (Fall Semester) and February 28, 2024. Intended Audience: Teachers/ILT Provider / Presenter / Person Responsible: ILT/Content Coaches/Teachers Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Leading and Learning Delivery Method: In-Person Professional Learning	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 2 Problem Statements:

Demographics
Problem Statement 2: Data revealed 48% of teachers have difficulty improving their implementation of different teaching strategies. Root Cause: The lack of lesson and unit internalization that yields in-depth comprehension of which teaching strategies to implement during specific parts of the lesson structure.
Student Learning
Problem Statement 2: Only 41% of 3rd-grade students scored at Approaches or above on the 2022 STAAR Math. Root Cause: Limited professional learning on delivery of instruction focusing on content-deepening with high-leverage math TEKS.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 46% 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 50% to 70% by May 2024.
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 50% to 70% by May 2024.

Evaluation Data Sources: MAP Growth

Strategy 1: Develop the capacity of PK-5 teachers to Improve Tier 1 Math instruction using the district-approved curriculum to focus on math fluency and concept attainment by utilizing FWISD PLC, 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: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on Math MAP Growth.

Staff Responsible for Monitoring: ILT, Teachers, Data Analyst

- Title I:**
2.4, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy and math (Eureka Math, Creative Curriculum, Amplify, Reading Academies, and Core 5)				

by November 30, 2023 (Fall Semester) and February 28, 2024. Intended Audience: Teachers/ILT Provider / Presenter / Person Responsible: ILT/Content Coaches Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Leading and Learning Delivery Method: In-Person Professional Learning Funding Sources: - SCE (199 PIC 24) - 199-11-6116-001-206-24-313-000000- - \$828, - Gifted & Talented (199 PIC 21) - - \$245				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 2: Develop the capacity of teachers to provide linguistically accommodated content instruction that targets support for emergent bilingual students.

Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 ESL students who Meet or Exceed projected growth on MAP Growth.





Staff Responsible for Monitoring: ILT/Teachers

Title I:
2.4, 2.6

- **TEA Priorities:**
Build a foundation of reading and math

- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Training & Professional Development. By Sept. 4, create a comprehensive professional learning plan for all content teachers serving emergent bilingual students. By May 2024, all ELAR teachers will hold ESL supplemental certification in order to serve all emergent bilingual students. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Multilingual Department Delivery Method: Professional Learning Funding Sources: - SPED (199 PIC 23) - - \$2,000	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 3 Problem Statements:

Demographics
Problem Statement 2: Data revealed 48% of teachers have difficulty improving their implementation of different teaching strategies. Root Cause: The lack of lesson and unit internalization that yields in-depth comprehension of which teaching strategies to implement during specific parts of the lesson structure.
Student Learning
Problem Statement 2: Only 41% of 3rd-grade students scored at Approaches or above on the 2022 STAAR Math. Root Cause: Limited professional learning on delivery of instruction focusing on content-deepening with high-leverage math TEKS.

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 19% to 30% by May 2023.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 21% to 30% by May 2023.

Evaluation Data Sources: STAAR Reading

Strategy 1: Improve the quality of Tier I instruction by developing the capacity of PK - 5th-grade teachers to implement district curriculum, and approved resources, by engaging in continuous professional learning on: Creative Curriculum, Reading Academies, Literacy Framework, Amplify, and Core 5

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details		Reviews			
Action Step 1: Ensure focus of at least 70% of reading PLCs focus on unit internalization, lesson internalization, planning, practice, and feedback for Creative Curriculum and Amplify. Intended Audience: Teachers/ILT Provider / Presenter / Person Responsible: ILT/Content Coaches/Teachers Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Leading and Learning Delivery Method: Professional Learning Funding Sources: - Title I (211) - 211-11-6399-04E-206-30-510-000000-24F10 - \$1,500		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Provide Professional Learning on Core 5 data analysis and specific instructional actions that align with student needs. Monitor teacher and student use of all components of Lexia Core 5. Intended Audience: ILT/Teachers/Students Provider / Presenter / Person Responsible: Data Analyst, ILT, Lexie Core 5 personnel, TA Computer Date(s) / Timeframe: August 2023-May 2024 Delivery Method: Professional Learning Funding Sources: - Title I (211) - 211-11-6129-04U-206-30-510-000000-24F10 - \$20,985	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Special Programs will develop reports to identify early warning indicators- including consecutive attendance issues. District and campus staff will also increase inter-department communication at both the campus and district levels to work together to provide wrap-around services to students who are at risk.

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading and STAAR Math.

Staff Responsible for Monitoring: ILT/Counselor

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Problem Statements: Demographics 2 - Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Special Programs staff will review student data regularly to identify students at risk and notify campus personnel of appropriate services. Campuses should develop teams (counselors, administrators, intervention specialists, etc.) to review attendance, discipline, and grades for students coded as Homeless/Foster at least once per six weeks and provide campus-level interventions and community referrals when necessary. Intended Audience: Teachers/ILT Provider / Presenter / Person Responsible: ILT/ Special Programs staff Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: GT/SPED/ESL Delivery Method: In-person professional learning Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-206-24-313-000000- - \$1,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Data revealed 48% of teachers have difficulty improving their implementation of different teaching strategies. Root Cause: The lack of lesson and unit internalization that yields in-depth comprehension of which teaching strategies to implement during specific parts of the lesson structure.
Student Learning
Problem Statement 1: MOY MAPS Reading data indicates that only 39% of African American 3rd-grade male students met their projected RIT score which is 36% lower than AA 3rd grade female students. Root Cause: The lack of professional development centered around effective instructional practice for African American male students. Problem Statement 2: Only 41% of 3rd-grade students scored at Approaches or above on the 2022 STAAR Math. Root Cause: Limited professional learning on delivery of instruction focusing on content-deepening with high-leverage math TEKS.
School Processes & Programs
Problem Statement 1: Only 44% of 3-5 grade students scored at MEETS or above on 2022 STAAR Reading. Root Cause: Limited time and focus spent on using complex text using scaffolding techniques to support reading tier 1 instruction.

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

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 0% to 0% by May 2024. Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 0% to 0% by May 2024.

Evaluation Data Sources: STAAR Math

Strategy 1: Ensure PLCs are regularly scheduled with Pre-K - 5th grade teachers to actively develop Tier 1 instruction that is engaging, rigorous, and standard aligned lessons based upon student needs using district-approved curriculum and assessments, student data, and the gradual release model.

Strategy's Expected Result/Impact: Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus.

Staff Responsible for Monitoring: Administration Leadership Team, ILT, Teachers

Title I:

2.4, 2.6

- TEA Priorities:





Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details		Reviews			
Action Step 1: By September 28, 2023 train 100% of math teachers/staff in FWISD PLC Framework, protocol and math process steps. Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Leading and Learning Delivery Method: Professional Learning		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ensure the focus of at least 70% of math PLCs focus on unit internalization, lesson internalization, planning, practice, and feedback for Eureka Math Intended Audience: Teachers/ILT Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: August 23-May 2024 Collaborating Departments: Leading and Learning Delivery Method: In-Person Professional Learning	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 2: Improve the quality of Tier I instruction by developing the capacity of PK - 5th grade teachers to implement district curriculum, and approved resources, by engaging in continuous professional learning in Eureka Math.

Strategy's Expected Result/Impact: Increase the percentage of K-5 students that met or exceed expected MAP Math growth.

Staff Responsible for Monitoring: ILT/Teachers

Title I:

2.4, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: By August 25, 2023 develop a system/cycle of observation and feedback of math instruction aligned to Eureka Math Curriculum utilizing FWISD Lesson Structure Intended Audience: Teachers Provider / Presenter / Person Responsible: ILT/Content Coaches Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Leading and Learning Delivery Method: In-Person Professional Learning	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: MOY MAPS Reading data indicates that only 39% of African American 3rd-grade male students met their projected RIT score which is 36% lower than AA 3rd grade female students. **Root Cause:** The lack of professional development centered around effective instructional practice for African American male students.

Problem Statement 2: Only 41% of 3rd-grade students scored at Approaches or above on the 2022 STAAR Math. **Root Cause:** Limited professional learning on delivery of instruction focusing on content-deepening with high-leverage math TEKS.

School Processes & Programs

Problem Statement 1: Only 44% of 3-5 grade students scored at MEETS or above on 2022 STAAR Reading. **Root Cause:** Limited time and focus spent on using complex text using scaffolding techniques to support reading tier 1 instruction.

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 27 % to 10 % by May 2024

Evaluation Data Sources: Focus

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: Improved campus culture

Staff Responsible for Monitoring: ILT, FES, Specific School Committees

Title I:

2.4, 2.5, 2.6, 4.2

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 2

Action Step 1 Details		Reviews			
Action Step 1: Campus Attendance Committee (CAC) reviews all students below 90% threshold every six weeks, By September 4, identify members, form SST, and outline routine meeting schedule dates/times. By October 18, convene initial SST meeting and develop Student Support Plans (SSP) for students including alternative behavioral interventions and supports to office referrals. Intended Audience: Faculty/Students/Parents Provider / Presenter / Person Responsible: Teachers/ILT/Staff Date(s) / Timeframe: August 2023-May 2024		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>					

School Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: According to Branching Minds, 38% of 3rd -5th-grade students can regulate their emotions which is 5% less than the 43% average of the district Root Cause: Limited professional learning focusing on social-emotional learning provided to staff. Limited social-emotional support for 3rd- 5th grade students targeting regulating emotions.

Perceptions
Problem Statement 2: According to Branching Minds, 55% of 3rd- 5th-grade male students felt a sense of belonging compared to 67% of female students. Root Cause: The lack of professional development centered around social-emotional practices for developing relationships with African American male students.

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 0.09% to 0.05 by May 2024.
Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 12 to 6 by May 2024.

Evaluation Data Sources: Focus/Branching Minds

Strategy 1: Convene your Student Support Team (SST) to review students with a high number of referrals, and assign caseload to relevant staff to provide follow-up support based on the SST Protocol.

Strategy's Expected Result/Impact: Decrease the number of discipline referrals by school personnel for African American students.

Staff Responsible for Monitoring: Student Support Team (SST)

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Reviews			
Action Step 1: By September 18 convene initial SST meeting and develop Student Support Plans (SSP) for students including alternative behavioral interventions and supports to office referrals. Intended Audience: ILT/Support staff/CPI Team Provider / Presenter / Person Responsible: Principal/AP/Counselor/Social Worker Date(s) / Timeframe: Sept-May Collaborating Departments: Student Support Services	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Action Step 2: Faculty and Staff will continue the implementation of tiered systems on positive behavior expectations, restorative practices, rewards and consequences, and the Ron Clark House System. Along with purchasing a book vending machine to reward students and promote literacy.	Formative			Summative
	Nov	Jan	Mar	June

Provider / Presenter / Person Responsible: Principal/AP/Faculty/Staff/Student Leaders Date(s) / Timeframe: August 2023-May 2024 Delivery Method: In-Person Professional Learning					
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>					

School Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 1: According to Branching Minds, 38% of 3rd -5th-grade students can regulate their emotions which is 5% less than the 43% average of the district Root Cause: Limited professional learning focusing on social-emotional learning provided to staff. Limited social-emotional support for 3rd- 5th grade students targeting regulating emotions.</p> <p>Problem Statement 2: According to Branching Minds, 55% of 3rd- 5th-grade male students felt a sense of belonging compared to 67% of female students. Root Cause: The lack of professional development centered around social-emotional practices for developing relationships with African American male students.</p>

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 or the student group that is most marginalized on our campus (gender, race, program, other) from 10 to 0 by May 2024.

Evaluation Data Sources: Focus/ADQ Reports

Strategy 1: Convene Student Support Team (SST) to review students with a high number of referrals, assign caseload to relevant staff to provide follow-up support based on the SST Protocol.

Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions for African American students

Staff Responsible for Monitoring: Principal/AP/Counselor/Social Worker

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Reviews			
Action Step 1: By September 1, identify members, form SST, and outline routine meeting schedule dates/times. By September 18, convene initial SST meeting and develop Student Support Plans (SSP) for students including alternative behavioral interventions and supports to office referrals. By October 2, convene a second SST to evaluate intervention data and outcomes to begin Engaging in the Continuous Improvement Process. Provider / Presenter / Person Responsible: Principal/AP/Counselor/Social Work Date(s) / Timeframe: August 2023-May 2024	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>				

School Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: According to Branching Minds, 38% of 3rd -5th-grade students can regulate their emotions which is 5% less than the 43% average of the district Root Cause: Limited professional learning focusing on social-emotional learning provided to staff. Limited social-emotional support for 3rd- 5th grade students targeting regulating emotions.

Perceptions

Problem Statement 2: According to Branching Minds, 55% of 3rd- 5th-grade male students felt a sense of belonging compared to 67% of female students. **Root Cause:** The lack of professional development centered around social-emotional practices for developing relationships with African American male students.

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 _8__ to _12__ by May 2024.

Evaluation Data Sources: PTA/PES data

Strategy 1: Convene Family Engagement Committee to plan and promote high-impact family engagement activities and events for the school year.

Strategy's Expected Result/Impact: Increase the number of student and parent engagement activities during and outside of regular school hours.

Staff Responsible for Monitoring: Parent Engagement Specialist/Counselor/Caseworker

Title I:

4.1, 4.2

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Problem Statements: Perceptions 1, 2

Action Step 1 Details	Reviews			
Action Step 1: Develop a communication and promotion plan for targeted activities and events for the school year. Intended Audience: Parents Provider / Presenter / Person Responsible: FES/Teachers/ILT/Students/Counselor Date(s) / Timeframe: August 2023-May2024 Delivery Method: In-Person/Virtual PL Funding Sources: - Parent Engagement - 211-61-6499-04L-206-30-510-000000-24F10 - \$1,340	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: After each event, monitor event attendance data and gather stakeholder and family feedback for assessment and future planning. Intended Audience: Parents/teachers/students Provider / Presenter / Person Responsible: FES/Teachers/ILT Date(s) / Timeframe: August 2023-May 2024 Funding Sources: - Parent Engagement - 211-61-6399-04L-206-30-510-000000-24F10 - \$500	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: By September 4th, convene SBDM to identify at least 3 family engagement events to support and promote this school year. Intended Audience: Faculty/Parents Provider / Presenter / Person Responsible: FES/Teachers/ILT/PTA Date(s) / Timeframe: August 2023-May 2024 Funding Sources: - Parent Engagement - 211-61-6399-04L-206-30-510-000000-24F10 - \$500	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 4 Problem Statements:

Perceptions
<p>Problem Statement 1: According to Branching Minds, 38% of 3rd -5th-grade students can regulate their emotions which is 5% less than the 43% average of the district Root Cause: Limited professional learning focusing on social-emotional learning provided to staff. Limited social-emotional support for 3rd- 5th grade students targeting regulating emotions.</p> <p>Problem Statement 2: According to Branching Minds, 55% of 3rd- 5th-grade male students felt a sense of belonging compared to 67% of female students. Root Cause: The lack of professional development centered around social-emotional practices for developing relationships with African American male students.</p>

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
LaSonya Penix	Computer TA		
Nolan Brooks	Data Analyst		

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	3	1		Data Analyst	211-13-6119-04E-206-30-510-000000-24F10	\$86,946.00
2	1	1	1		Supplies and materials for instructional use	211-11-6399-04E-206-30-510-000000-24F10	\$254.05
3	1	1	1		Supplies and materials for instructional use	211-11-6399-04E-206-30-510-000000-24F10	\$1,500.00
3	1	1	2		Computer Lab Assistant	211-11-6129-04U-206-30-510-000000-24F10	\$20,985.00
Sub-Total							\$109,685.05
Budgeted Fund Source Amount							\$109,685.05
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	4	1		Supplies and materials for instructional use	199-11-6399-001-206-24-313-000000-	\$1,500.00
1	3	4	1		Reading materials for classroom use	199-11-6329-001-206-24-313-000000-	\$1,500.00
2	3	1	1		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-206-24-313-000000-	\$828.00
3	1	2	1		Supplies and materials for instructional use	199-11-6399-001-206-24-313-000000-	\$1,000.00
Sub-Total							\$4,828.00
Budgeted Fund Source Amount							\$4,828.00
+/- Difference							\$0.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1		Snacks for Parents to promote participation	211-61-6499-04L-206-30-510-000000-24F10	\$1,340.00
4	4	1	2		Supplies and materials for parental involvement	211-61-6399-04L-206-30-510-000000-24F10	\$500.00
4	4	1	3		Supplies and materials for parental involvement	211-61-6399-04L-206-30-510-000000-24F10	\$500.00
Sub-Total							\$2,340.00
Budgeted Fund Source Amount							\$2,340.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	1		GENERAL SUPPLIES		\$245.00
Sub-Total							\$245.00
Budgeted Fund Source Amount							\$245.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1		GENERAL SUPPLIES		\$1,000.00
1	3	4	1		GENERAL SUPPLIES		\$1,103.00
2	3	2	1		GENERAL SUPPLIES		\$2,000.00
Sub-Total							\$4,103.00
Budgeted Fund Source Amount							\$4,103.00
+/- Difference							\$0.00
Grand Total Budgeted							\$121,201.05
Grand Total Spent							\$121,201.05
+/- Difference							\$0.00

Addendums

Bill J. Elliott Elementary #206
Title 1 School Information
2023-2024
LaTonya Ordaz, 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.

Bill J. Elliott 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 Elliott, 92% 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 is required by law for family involvement?

What opportunities does the school provide family involvement?

Please refer to our six week parent online newsletter and Bill J. Elementary website for family engagement, volunteer, and meetings/council opportunities.

Bill J. Elliott Elementary #206
Parent School Compact
2023-2024
LaTonya Ordaz, Principal



Mission

To create a positive learning environment with a challenging and rigorous curriculum that fosters high expectations and success for all students.

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.

Parent Agreement

I want my child to reach his/her full academic potential, therefore I will do the following to support my child's learning:

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

Parent Signature _____
Date: _____

Teacher Agreement

The entire school staff will share the responsibility for improved student achievement; therefore we will do the following:

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

Teacher Signature _____
Date: _____

Student Agreement

It is important that I do the best that I can; therefore I will do the following:

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

Student Signature _____
Date: _____

Principal Agreement

I fully support parent partnerships. Therefore I shall strive to do the following...

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.

Principal Signature LaTonya Ordaz
Date: 9/7/2023

Bill J. Elliott Elementary School
2501 Cooks Ln, Fort Worth, Texas 76120
OFFICE 817-815-4600 FAX 817-815-4650
www.fortworthisd.org



Open House Agenda

School: Bill J. Elliott Elementary

Date Held: September 7, 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?

V. Other documents to review or sign

Which documents require parent input/acknowledgement?

Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

I hereby certify that, for the period consisting of the 2023-2024 school year, I agree to work for Fort Worth ISD outside my contract hours (i.e. before or after regular work hours or on Saturdays) to provide Extra Duty services in the following area:

- ☐ Tutoring for at-risk students to help them successfully meet the state standards on state exams (e.g., STAAR).
- ☐ Professional Development attendance or planning

This is an extension of my work agreement with Fort Worth ISD, and I will follow all rules and regulations that are expected of me as part of my regular duties.

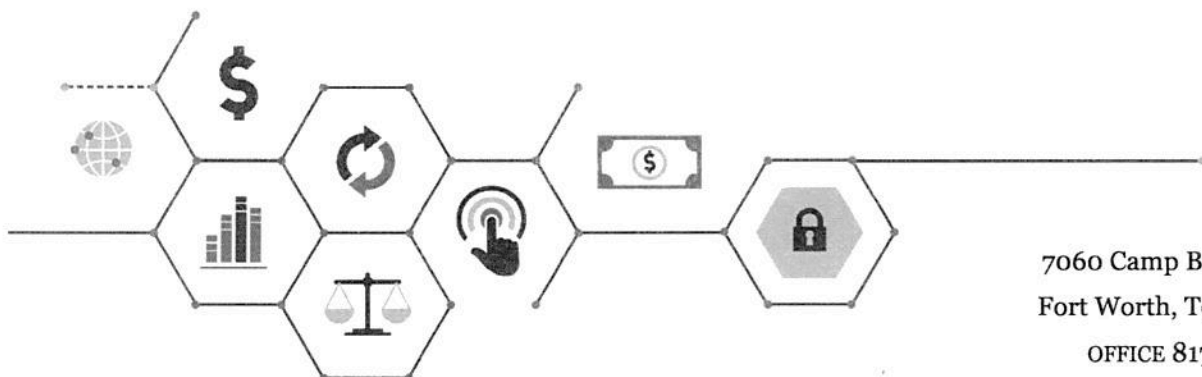
I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print): Dianna Ruiz

Employee Signature: [Signature] Date: 9/29/23

Supervisor Signature: [Signature] Date: 9/29/23



Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

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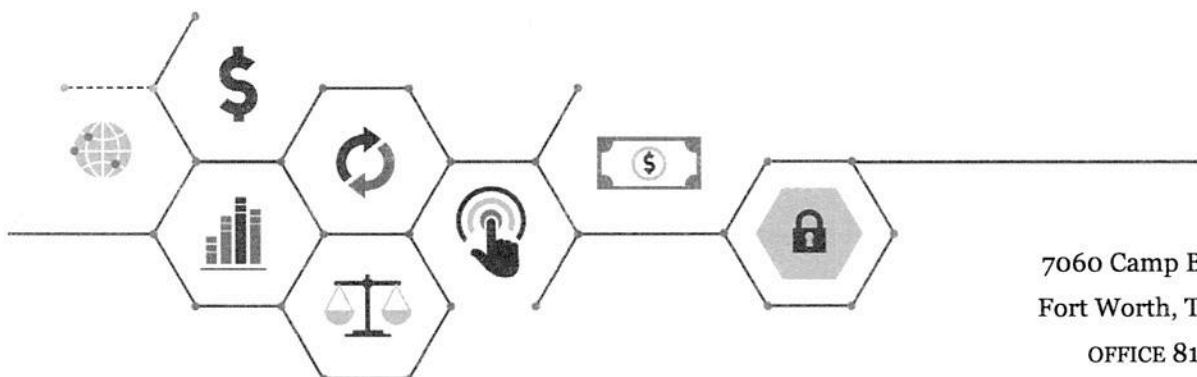
I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print): Charde Davis

Employee Signature: Charde Davis Date: 9/29/23

Supervisor Signature: [Signature] Date: 9/29/23



Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

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Professional pay rate: \$35 per hour

Employee Name (please print):

Kirchanda Johnson

Employee Signature:

Kirchanda Johnson

Date:

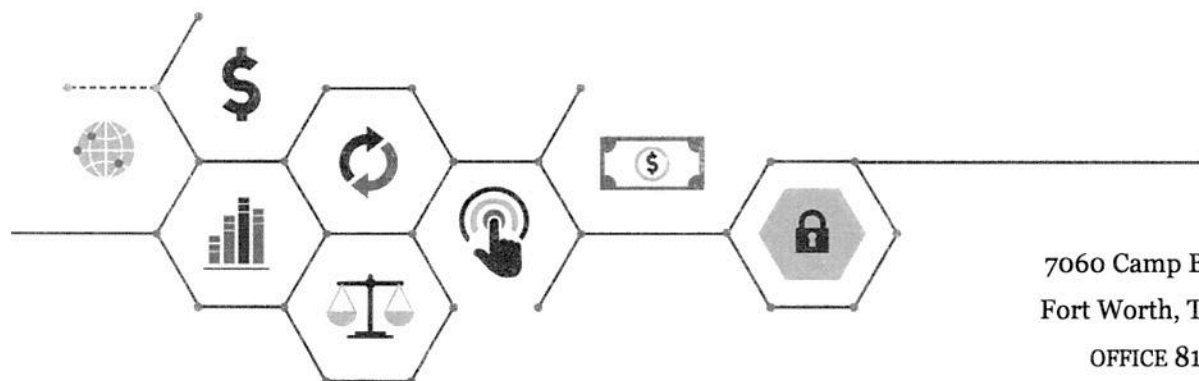
9/29/23

Supervisor Signature:

[Signature]

Date:

9/29/23



Title I, Part A Funded Extra-Duty Employment Agreement Form 2023-2024

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I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print): Nolan Brooks

Employee Signature: Nolan Brooks Date: 9/29/23

Supervisor Signature: [Signature] Date: 9/29/23

