Fort Worth Independent School District

219 Lowery Road Elementary School

2024-2025 Campus Improvement Plan

Mission Statement

Lowery Road Elementary promotes high levels of academic achievement, supports the development of positive relationships, and enriches students's lives through education in a safe and inclusive learning environment that nurtures the whole child.

Vision

Our vision is a community where all children feel loved, respected, and encouraged to develop their fullest potential.

Value Statement

Respect for self, school and others

Student Achievement

Perseverance and Commitment

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Comprehensive Needs Assessment

Revised/Approved: April 8, 2024

Demographics

Demographics Summary

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

According to our Texas Academic Performance Report our largest ethnic group is African American at 46.3%. Our other student groups are Hispanic at 38.1%; White at 7.1%; Asian at 6.7% and 1.7% consider themselves Two or more. 87.5% of students are considered economically disadvantaged with 70.2% considered at risk. Other student groups at Lowery Road are EB Students/EL 29%, Gifted and Talented 6.9%, and 18.3% are Special Education students.

The last reported mobility rate for Lowery Road was 25.3% above the average for our district and well above the state average of 21.9%. Our attendance rate on the 22-23 TAPR was 90.7% and 34.1% were considered Chronically Absent.

Lowery Road Elementary employs a high-quality talented staff. The teaching staff at Lowery Road is diverse 19.4% AA, 19.4% Hispanic, and 61.1% White; however, our teaching staff does not reflect the demographics of our students. The majority of our faculty has between 11 - 20 years experience.

Lowery Road is a Universal PK campus. We draw students from neighboring school and outside of FWISD to attend PK. Many parents request for their students to continue learning at Lowery Road after attending PK on our campus. We also have students from neighboring schools attend to participate in our Dual Language program. We have three Special Education self-contained units (2 RISE and an ESCE unit) at Lowery Road.

Demographics Strengths

- Diverse student population

- Lowery Road draws students from other areas into our specialized settings: UPK, Dual Language, and Sp Ed programs
- An experienced teaching staff
- New home construction in our attendance area provides opportunity for growth
- Inclusive environment for students in Special Education to spend time with General Education students
- Our attendance rate remains above 90%

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 2023-2024 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5. **Root Cause:** Lack of systems to educate parents on the importance of attendance in the early grades.

Problem Statement 2 (Prioritized): 2023-2024 MAP Reading data indicate that 41.4% of African American students met their growth projection as compared to 61.3% of ELL students. **Root Cause:** Inconsistent implementation of Tier I and Tier II targeted instruction based on student need.

Problem Statement 3 (Prioritized): 2023-2024 MAP Math data indicate that 43.9% of African American students met their growth projection as compared to 51.4% of Hispanic students. **Root Cause:** Inconsistent implementation of Tier I and Tier II targeted instruction based on student need.

Student Learning

Student Learning Summary

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

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

The 2022 STAAR Meets Grade Level Performance by student groups:

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

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

The 2022 - 2023 NWEA End of the Year MAP data for Reading and Math indicate the following percentage of students meeting their

expected growth:

Grade Level	Reading	Math
K	49%	58%
1	31%	52%
2	31%	69%
3	75%	72%
4	45%	48%
5	66%	64%

- Kindergarten through fifth met their projected RIT growth for the year in Math.
- Kindergarten, third, and fifth met their projected RIT growth for the year in Reading.
- First, second, and fourth grade students failed to meet their projected RIT growth in Reading.

The 2023 - 2024 MOY MAP data in Reading and Math indicate the percentage of students meeting their expected growth:

Grade Level	Reading	Math
K	51%	49%
1	38%	43%
2	41%	31%
3	53%	59%
4	54%	38%
5	57%	63%

Kindergarten, third, and fifth met their MOY projected RIT growth in math.

First, second, and fourth did not meet their MOY projected RIT growth in math.

Third, fourth, and fifth met their MOY projected RIT growth in reading.

Kindergarten, first, and second did not meet their MOY projected RIT growth in reading.

Student Learning Strengths

- Students demonstrated double digit growth on STAAR Reading and Mathematics from 2021.
- Campus received a Distinction for Comparative Academic Growth
- Students in grades kindergarten through fifth met their expected growth on MAP Mathematics, and students in grades kiindergarten, third, and fifth met their expected growth on MAP reading for the Fall - Spring 2022-2023.
- Specialized supports provided for students in EL students, Special Education, Dyslexia and Gifted and Talented
- Current Lexia data indicate the 78% of students in K - 5 are currently reading at grade level or higher

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 2023 TELPAS data indicate that 52% of students either remained the same or regressed in their English Proficiency rating. **Root Cause:** Inconsistent focus on ELPS and structured activities to support the four domains of TELPAS.

Problem Statement 2 (Prioritized): 2023-2024 MAP Reading data indicate that 41.4% of African American students met their growth projection as compared to 63.2% of Hispanic students. **Root Cause:** Inconsistent implementation of Tier I and Tier II targeted interventions based on student need.

Problem Statement 3 (Prioritized): 2022 - 2023 EOY MAP Math data indicate that 39.6% of Special Education students met their growth projection as compared to 48.3% of Economically Disadvantaged students. **Root Cause:** Inconsistent implementation of Tier I and Tier II targeted interventions based on student need.

School Processes & Programs

School Processes & Programs Summary

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

Moving forward with weekly PLC meetings we are focusing on the Data Driven Instruction (DDI) protocol. We have dedicated one PLC monthly to address students needing additional attendance, academic and behavioral supports (MTSS). This structured time should ensure early interventions are documented and we address student needs earlier.

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

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

School Processes & Programs Strengths

- Master schedule provides for common planning/PLC time.
- By the end of 2024, all K-3 and Sp Ed teachers completed the Texas Reading Academy which supports the Literacy Framework.
- Teachers continue professional learning in Amplify and Eureka and will plan and practice during PLC meetings.
- Teachers continue professional learning with the implementation of Data Driven Instruction (DDI).
- Specialized supports for EL students, Dyslexic students and Gifted and Talented students.
- Extra-curricular opportunities for students
- Successful FWAS program to support students in academics, arts, physical activities and social/emotional support

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): 2023 Texas Academic Performance Reports (TAPR) show 6.9% of Lowery Road students are identified as Gifted and Talented as compared to the FWISD average of 12.2%   **Root Cause:** Lack of professional development that supports teachers and staff members recognizing characteristics beyond academic talent.

Problem Statement 2 (Prioritized): 4.6% of students at Lowery Road Elementary are identified as dyslexic as compared to the district average of 5.1%.   **Root Cause:** Lack of professional development in the characteristics of dyslexia and implementation of MTSS.

Perceptions

Perceptions Summary

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

At Lowery Road Elementary, we are continuing the Restorative Discipline in grades kindergarten through fifth. Respect agreements are developed, posted, and referenced in every classroom. PK and K students use a daily commitment board.

African American students are approximately 46.3% of student enrollment but made up 90.5% of referrals based on the 2022-2023 based on the Discipline Details Cycle Report. In looking at the 2020-2021 student survey emotional regulation and a sense of belonging were the areas of greatest concern. This year we have implemented SEL activites and checks during breakfast in the classroom before the start of zero period.

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

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

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

* Meet the Teacher (participants)
* Fall Open House (participants)
* Trunk or Treat
* Eastern Hills Pyramid - Holiday Showcase

- Family Movie Night
- Jingle Bell Run (participants)
- Father Daughter Dance
- Family Curriculum Night
- Spring Open House/In and Out STAAR Picnic (participants)
- Mother Son Sneaker Ball

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

- Strengthening Families
- The Women's Center: Turning Silence into Safety
- Expanded Food and Nutrition Education
- Middle School Parent Meeting

Perceptions Strengths

- Parents responses indicate positive perceptions of campus communication, appearance, and learning environment.
- Students indicate they have a teacher or adult on campus they can count on and their teachers treat them respectfully.
- Most all teachers in PK - 1 are utilizing the respect agreements campus wide
- Multiple opportunities for parents to engage in activities that focus on Educational Excellence and School Experience.
- We provide multiple platforms to communicate information to our families and community.
- Students are provided opportunities to participate in extracurricular activities such as Poetry Club, Student Council, and Safety Patrol.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 2023-2024 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5. **Root Cause:** Lack of systems to educate parents on the importance of attendance in the early grades.

Priority Problem Statements

Problem Statement 1: 2023 TELPAS data indicate that 52% of students either remained the same or regressed in their English Proficiency rating.

Root Cause 1: Inconsistent focus on ELPS and structured activities to support the four domains of TELPAS.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 2023 Texas Academic Performance Reports (TAPR) show 6.9% of Lowery Road students are identified as Gifted and Talented as compared to the FWISD average of 12.2%

Root Cause 2: Lack of professional development that supports teachers and staff members recognizing characteristics beyond academic talent.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: 2023-2024 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5.

Root Cause 3: Lack of systems to educate parents on the importance of attendance in the early grades.

Problem Statement 3 Areas: Demographics - Perceptions

Problem Statement 4: 2022 - 2023 EOY MAP Math data indicate that 39.6% of Special Education students met their growth projection as compared to 48.3% of Economically Disadvantaged students.

Root Cause 4: Inconsistent implementation of Tier I and Tier II targeted interventions based on student need.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 2023-2024 MAP Reading data indicate that 41.4% of African American students met their growth projection as compared to 61.3% of ELL students.

Root Cause 5: Inconsistent implementation of Tier I and Tier II targeted instruction based on student need.

Problem Statement 5 Areas: Demographics

Problem Statement 6: 2023-2024 MAP Math data indicate that 43.9% of African American students met their growth projection as compared to 51.4% of Hispanic students.

Root Cause 6: Inconsistent implementation of Tier I and Tier II targeted instruction based on student need.

Problem Statement 6 Areas: Demographics

Problem Statement 7: 2023-2024 MAP Reading data indicate that 41.4% of African American students met their growth projection as compared to 63.2% of Hispanic students.

Root Cause 7: Inconsistent implementation of Tier I and Tier II targeted interventions based on student need.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 4.6% of students at Lowery Road Elementary are identified as dyslexic as compared to the district average of 5.1%.

Root Cause 8: Lack of professional development in the characteristics of dyslexia and implementation of MTSS.

Problem Statement 8 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

- Study of best practices

Goals

Revised/Approved: April 26, 2024

Goal 1: Early Literacy
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 74.5% to 80% by May 2025.
Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 50% to 55% by May 2025.
Increase the percentage of Hispanic students from 50% to 56% by May 2025.

    Evaluation Data Sources: CLI Wave3

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

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

    Staff Responsible for Monitoring: Instructional Leadership Team, Teachers

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

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

Action Step 1 Details	Reviews			
Action Step 1: By August 31, 2024 develop and publicize PLC schedules for first semester including campus administrators to attend each PLC	Formative		Summative	
Intended Audience: Teachers, Paraprofessionals	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Instructional Leadership Team, Teachers				
Date(s) / Timeframe: August 2024-May 2025				
Collaborating Departments: Early Learning Department				
Delivery Method: In person				

Action Step 2 Details	Reviews			
Action Step 2: Teachers will analyze student assessment data by sub-populations (LEP, Special Education, Economically Disadvantaged) to determine student needs, and scaffold instructional practices to help students achieve mastery of the PreK Guidelines.	Formative		Summative	
Intended Audience: Teachers	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Instructional Leadership Team, Teachers				
Date(s) / Timeframe: August 2024-May 2025				
Collaborating Departments: Early Learning				
Delivery Method: In person				

Action Step 3 Details	Reviews			
Action Step 3: Provide resources and specific training to teachers in supporting all learners through Professional Learning Communities (PLC) and Multi-Tiered System of Support(MTSS)	Formative		Summative	
Intended Audience: Teachers, Paraprofessionals	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Instructional Leadership Team, Teachers				
Date(s) / Timeframe: August 2024-May 2025				
Collaborating Departments: MTSS Department, Early Learning				
Delivery Method: In person				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

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

Staff Responsible for Monitoring: Instructional Leadership Team, Teachers

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Action Step 1 Details	Reviews			
Action Step 1: By August 31, 2024 Instructional Leadership Team will develop and utilize a system/cycle of observation and feedback for literacy and math aligned to Creative Curriculum content. This will be shared with teachers by mid September 2024.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Administration **Date(s) / Timeframe:** August 2024-September 2024 **Collaborating Departments:** Early Learning **Delivery Method:** in person				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 2023-2024 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5.   **Root Cause**: Lack of systems to educate parents on the importance of attendance in the early grades.
Problem Statement 2: 2023-2024 MAP Reading data indicate that 41.4% of African American students met their growth projection as compared to 61.3% of ELL students.   **Root Cause**: Inconsistent implementation of Tier I and Tier II targeted instruction based on student need.
Student Learning
Problem Statement 1: 2023 TELPAS data indicate that 52% of students either remained the same or regressed in their English Proficiency rating.   **Root Cause**: Inconsistent focus on ELPS and structured activities to support the four domains of TELPAS.
Problem Statement 2: 2023-2024 MAP Reading data indicate that 41.4% of African American students met their growth projection as compared to 63.2% of Hispanic students.   **Root Cause**: Inconsistent implementation of Tier I and Tier II targeted interventions based on student need.
School Processes & Programs
Problem Statement 1: 2023 Texas Academic Performance Reports (TAPR) show 6.9% of Lowery Road students are identified as Gifted and Talented as compared to the FWISD average of 12.2%   **Root Cause**: Lack of professional development that supports teachers and staff members recognizing characteristics beyond academic talent.

School Processes & Programs
Problem Statement 2: 4.6% of students at Lowery Road Elementary are identified as dyslexic as compared to the district average of 5.1%.   **Root Cause**: Lack of professional development in the characteristics of dyslexia and implementation of MTSS.
Perceptions
Problem Statement 1: 2023-2024 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5.   **Root Cause**: Lack of systems to educate parents on the importance of attendance in the early grades.

Goal 1: Early Literacy
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

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 60.9% to 65% by May 2025.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 45.7% to 50% by May 2025.
Increase the percentage of African American students from 56.4% to 60% by May 2025.

Evaluation Data Sources: EOY MAP Fluency Data

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

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

Staff Responsible for Monitoring: Instructional Leadership Team

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

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

Action Step 1 Details	Reviews			
Action Step 1: By August 30, 2024, develop and implement a data driven cycle for weekly PLCs for the first semester, including campus administrator to attend each PLC	Formative		Summative	
Intended Audience: Teachers, CIC	Nov	Jan	Mar	June
Provider / Presenter / Person Responsible: Instructional Leadership Team				
Date(s) / Timeframe: August 2024- May 2025				
Collaborating Departments: Humanities				
Delivery Method: In person				

Action Step 2 Details	Reviews			
Action Step 2: Teachers will use reading MAP data, Core 5 data and Amplify unit Assessment data to develop standard aligned Tier 1 instruction and intentionally plan small group.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Instructional Leadership Team **Date(s) / Timeframe:** August 2024-May 2025 **Collaborating Departments:** Humanities **Delivery Method:** In person				

Action Step 3 Details	Reviews			
Action Step 3: Increase the integration of technology into instructional lessons by purchasing software, hardware, and equipment and materials.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Instructional Leadership Team, Teachers **Date(s) / Timeframe:** August 2024-May 2025 **Collaborating Departments:** Technology **Delivery Method:** In person				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

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

Staff Responsible for Monitoring: Instructional Learning Team

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

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

Action Step 1 Details	Reviews			
Action Step 1: Scheduled daily intervention time will target students who are below grade level in reading skills, using a variety of resources to differentiate intervention activities for those students	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Teachers,students **Provider / Presenter / Person Responsible:** Instructional Leadership Team **Date(s) / Timeframe:** August 2024-May 2025 **Collaborating Departments:** Humanities **Delivery Method:** In person				

Action Step 2 Details	Reviews			
Action Step 2: Provide professional learning opportunities to Kinder-3rd teachers focused on researched based strategies targeting foundational skills (vocabulary, phonemic awareness, phonics, listening comprehension)	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Instructional Leadership Team **Date(s) / Timeframe:** August 2024-May 2025 **Collaborating Departments:** Humanities **Delivery Method:** In person				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 2023-2024 MAP Reading data indicate that 41.4% of African American students met their growth projection as compared to 61.3% of ELL students.   **Root Cause**: Inconsistent implementation of Tier I and Tier II targeted instruction based on student need.

Student Learning
Problem Statement 1: 2023 TELPAS data indicate that 52% of students either remained the same or regressed in their English Proficiency rating.   **Root Cause**: Inconsistent focus on ELPS and structured activities to support the four domains of TELPAS.

School Processes & Programs
Problem Statement 2: 4.6% of students at Lowery Road Elementary are identified as dyslexic as compared to the district average of 5.1%.   **Root Cause**: Lack of professional development in the characteristics of dyslexia and implementation of MTSS.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2025.

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from50.4% to 55% by May 2025.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 53.2% to58% by May 2025.

Increase the percentage of African American students from 41.4% to48% by May 2025.

Evaluation Data Sources: MAP Growth data

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

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

Staff Responsible for Monitoring: Instructional Leadership Team

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

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

Action Step 1 Details	Reviews			
Action Step 1: By August 31, 2023, develop and implement a data driven cycle for weekly PLCs for the first semester, including campus administrator to attend each PLC.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Leadership Team **Date(s) / Timeframe:** August 2024-May 2025 **Collaborating Departments:** Humanities **Delivery Method:** in person				

Action Step 2 Details	Reviews			
Action Step 2: Teachers will use reading MAP data, Core 5 data and Amplify unit Assessment data to develop standards aligned Tier 1 instruction and intentionally plan small group.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Instructional Leadership Team **Date(s) / Timeframe:** August 2024-May 2025 **Collaborating Departments:** Humanities **Delivery Method:** In person				

Action Step 3 Details	Reviews			
Action Step 3: Increase the integration of technology into instructional lessons by purchasing software, hardware, and equipment and classroom materials.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: none **Provider / Presenter / Person Responsible:** Leadership Team, Teachers **Date(s) / Timeframe:** August 2024-May 2025 **Collaborating Departments:** Budget department **Delivery Method:** In person **Funding Sources:** - TITLE I (211) - 211-11-6329-04E-219-30-510-000000-25F10 - $5,000, General supplies - BASIC (199 PIC 11) - 199-11-6399-XXX-219-11-313-000000- - $6,405				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

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

Staff Responsible for Monitoring: Instructional Leadership Team

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

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

Action Step 1 Details	Reviews			
Action Step 1: By August 30, 2024 develop a system/cycle of observation and feedback of literacy instruction aligned to Amplify content and standards and share observation cycle with staff by mid September 2024.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers, Instructional Leadership Team **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2024-September 2024 **Collaborating Departments:** Humanities **Delivery Method:** In person				

Action Step 2 Details	Reviews			
Action Step 2: Scheduled daily intervention time will target students who are below grade level in reading, using a variety of resources to differentiate intervention activities for those students	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Teachers, Instructional Leadership Team **Date(s) / Timeframe:** August 2-24-May 2024 **Collaborating Departments:** Humanities **Delivery Method:** In person **Funding Sources:** - TITLE I (211) - 211-11-6116-04E-219-30-510-000000-25F10 - $4,000, Reading Materials - UNDISTRIBUTED (199 PIC 99) - 199-12-6329-XXX-219-99-313-000000- - $6,405				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

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

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

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

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

Action Step 1 Details	Reviews			
Action Step 1: Share existing resources and guidelines that will aid in increasing the knowledge of electronic resources and processes for campus procedures for MTSS, specialized curricula tools, Dyslexia, and 504 supports	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Diagnostician, SLP, Dyslexia Teacher, Counselor, Leadership Team **Date(s) / Timeframe:** September 2024 - May 2025 **Collaborating Departments:** Special Education **Delivery Method:** In person				

Action Step 2 Details	Reviews			
Action Step 2: Promote and encourage the administration, interpretation and application of MAP BOY, MOY and EOY and other sources of data to inform present levels of performance, instructional programming, CIP goals, targets and professional learning.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Leadership Team, Special Education Teacher, Diagnostician, SLP, Dyslexia Teacher **Date(s) / Timeframe:** September 2024-May 2025 **Collaborating Departments:** Special Education **Delivery Method:** In person				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

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

Staff Responsible for Monitoring: Instructional Leadership Team, Teachers

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

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

Action Step 1 Details	Reviews			
Action Step 1: Implement weekly PLCs to deepen understanding and implementation of content-based language instruction through collaboration, modeling, observation, feedback cycles, data, and reflection.	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Instructional Coach. Teachers **Date(s) / Timeframe:** August 2024-May 2025 **Collaborating Departments:** Multilingual Education **Delivery Method:** In person **Funding Sources:** - BEA (199 PIC 25) - 199-11-6329-001-219-25-313-000000 - $550, - BEA (199 PIC 25) - 199-13-6116-001-219-25-313-000000 - $500				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 2023-2024 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5.   **Root Cause**: Lack of systems to educate parents on the importance of attendance in the early grades.
Problem Statement 2: 2023-2024 MAP Reading data indicate that 41.4% of African American students met their growth projection as compared to 61.3% of ELL students.   **Root Cause**: Inconsistent implementation of Tier I and Tier II targeted instruction based on student need.

Student Learning
Problem Statement 1: 2023 TELPAS data indicate that 52% of students either remained the same or regressed in their English Proficiency rating.   **Root Cause**: Inconsistent focus on ELPS and structured activities to support the four domains of TELPAS.
Problem Statement 2: 2023-2024 MAP Reading data indicate that 41.4% of African American students met their growth projection as compared to 63.2% of Hispanic students.   **Root Cause**: Inconsistent implementation of Tier I and Tier II targeted interventions based on student need.

School Processes & Programs
Problem Statement 1: 2023 Texas Academic Performance Reports (TAPR) show 6.9% of Lowery Road students are identified as Gifted and Talented as compared to the FWISD average of 12.2%   **Root Cause**: Lack of professional development that supports teachers and staff members recognizing characteristics beyond academic talent.
Problem Statement 2: 4.6% of students at Lowery Road Elementary are identified as dyslexic as compared to the district average of 5.1%.   **Root Cause**: Lack of professional development in the characteristics of dyslexia and implementation of MTSS.

Perceptions
Problem Statement 1: 2023-2024 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5.   **Root Cause**: Lack of systems to educate parents on the importance of attendance in the early grades.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 77.1% to 82% by May 2025.
Increase the percentage of African American students from75% to80% by May 2025.

Evaluation Data Sources: EOY Circle Assessment

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

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

Staff Responsible for Monitoring: Instructional Leadership Team

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

Problem Statements: Demographics 1, 3 - Student Learning 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Teachers will engage in high-quality, standard-aligned professional learning sessions in PLCs focused on data driven instruction and standard alignment.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Teachers, Paraprofessionals **Provider / Presenter / Person Responsible:** Instructional Leadership Team, Teachers **Date(s) / Timeframe:** August 2024-May2025 **Collaborating Departments:** Early Learning **Delivery Method:** In person				

Action Step 2 Details	Reviews			
Action Step 2: By August 30, 2024 develop a system/cycle of observation and feedback of math instruction aligned to Creative Curriculum content and share observation cycle with staff by mid September 2023.	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers, Instructional Leadership Team **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2024 - September 2024 **Collaborating Departments:** Early Learning **Delivery Method:** In person				

0% **No Progress**　　100% **Accomplished**　　➡ **Continue/Modify**　　❌ **Discontinue**

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

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

Staff Responsible for Monitoring: Teachers, Instructional Leadership Team

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math

Problem Statements: Demographics 3 - Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: By August 30, 2024, develop and implement a data driven cycle for weekly PLCs for the first semester, including campus administrator to attend each PLC.	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Teachers, Paraprofessionals **Provider / Presenter / Person Responsible:** Teachers, Leadership Team **Date(s) / Timeframe:** August 2024 - May 2025 **Collaborating Departments:** Early Learning **Delivery Method:** In person				

Action Step 2 Details	Reviews			
Action Step 2: Teachers will analyze student assessment data by sub-populations (LEP, Special Education, ED) to determine student needs, and scaffold instructional practices to help students achieve mastery of the PreK Guidelines	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Teachers, Leadership Team **Date(s) / Timeframe:** August 2024 - May 2025 **Collaborating Departments:** Early Learning **Delivery Method:** In person				

Action Step 3 Details	Reviews			
Action Step 3: Provide resources and specific training to teachers in supporting all learners through Professional Learning Communities (PLCs) and Multi-Tiered Systems of Support (MTSS).	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Teachers, Paraprofessionals **Provider / Presenter / Person Responsible:** Teachers, Leadership Team **Date(s) / Timeframe:** August 2024 - May 2025 **Collaborating Departments:** Early Learning **Delivery Method:** None **Funding Sources:** Math Substitutes - BASIC (199 PIC 11) - 199-11-6112-XXX-219-11-313-000000- - $6,405				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 2023-2024 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5.   **Root Cause**: Lack of systems to educate parents on the importance of attendance in the early grades.
Problem Statement 3: 2023-2024 MAP Math data indicate that 43.9% of African American students met their growth projection as compared to 51.4% of Hispanic students.   **Root Cause**: Inconsistent implementation of Tier I and Tier II targeted instruction based on student need.
Student Learning
Problem Statement 1: 2023 TELPAS data indicate that 52% of students either remained the same or regressed in their English Proficiency rating.   **Root Cause**: Inconsistent focus on ELPS and structured activities to support the four domains of TELPAS.
Problem Statement 3: 2022 - 2023 EOY MAP Math data indicate that 39.6% of Special Education students met their growth projection as compared to 48.3% of Economically Disadvantaged students.   **Root Cause**: Inconsistent implementation of Tier I and Tier II targeted interventions based on student need.

Perceptions
Problem Statement 1: 2023-2024 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5.   **Root Cause**: Lack of systems to educate parents on the importance of attendance in the early grades.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 55% to 60% by May 2025.
Increase the percentage of students who score On Track on TX-KEA Math Spanish from 75% to 80% by May 2025.

Evaluation Data Sources: None

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

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

Staff Responsible for Monitoring: Instructional Leadership Team

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

Problem Statements: Demographics 3 - Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: By August 30, 2024 develop a system/cycle of observation and feedback of mathematics instruction aligned to Eureka content and share observation cycle with staff by mid September 2024.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Teachers				
Provider / Presenter / Person Responsible: Administrators				
Date(s) / Timeframe: August 2024- September 2024				
Collaborating Departments: Mathematics				
Delivery Method: In person				

Action Step 2 Details	Reviews			
Action Step 2: Scheduled daily intervention time will target students who are below grade level in math, using a variety of resources to differentiate intervention activities for those students.	Formative		Summative	
	Nov	Jan	Mar	June
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Teachers, Instructional Leadership Team **Date(s) / Timeframe:** August 2024- May 2025 **Collaborating Departments:** mathematics **Delivery Method:** In person **Funding Sources:** Mathematics materials - UNDISTRIBUTED (199 PIC 99) - 199-12-6399-XXX-219-99-313-000000- - $6,405				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: 2023-2024 MAP Math data indicate that 43.9% of African American students met their growth projection as compared to 51.4% of Hispanic students.   **Root Cause**: Inconsistent implementation of Tier I and Tier II targeted instruction based on student need.

Student Learning
Problem Statement 3: 2022 - 2023 EOY MAP Math data indicate that 39.6% of Special Education students met their growth projection as compared to 48.3% of Economically Disadvantaged students.   **Root Cause**: Inconsistent implementation of Tier I and Tier II targeted interventions based on student need.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2025.

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 47.9% to 52% by May 2025.
Increase the percentage of African American students from 43.9% to 48% by May 2025.

Evaluation Data Sources: MAP data

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

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

Staff Responsible for Monitoring: Instructional Leadership Team

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

Problem Statements: Demographics 1, 3 - Student Learning 3 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: By August 30, 2024 develop a system/cycle of observation and feedback of mathematics instruction aligned to Eureka content and share observation cycle with staff by mid September 2024.	Formative		Summative	
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2024 - September 2024 **Collaborating Departments:** Mathematics **Delivery Method:** In person	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			

Action Step 2: Scheduled daily intervention time will target students who are below grade level in math, using a variety of resources to differentiate intervention activities for those students.
    Intended Audience: Teachers
    Provider / Presenter / Person Responsible: Teachers, Instructional Leadership Team
    Date(s) / Timeframe: August 2024 - May 2025
    Collaborating Departments: Mathematics
    Delivery Method: In person
	Formative		Summative	

	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			

Action Step 3: Increase rigor of instructional lessons by purchasing software, hardware, and equipment and classroom materials
    Intended Audience: None
    Provider / Presenter / Person Responsible: Leadership Team, Teachers
    Date(s) / Timeframe: August 2024 - May 2025
    Collaborating Departments: Technology
    Delivery Method: In person
 	
    Funding Sources: - SCE (199 PIC 24) - 199-11-6399-001-219-24-313-000000- - $4,695
	Formative		Summative	

	Nov	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

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

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

Staff Responsible for Monitoring: Instructional Leadership Team

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

Problem Statements: Demographics 3 - Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: By August 30, 2024 develop a system/cycle of observation and feedback of mathematics instruction aligned to Eureka content and share observation cycle with staff by mid September 2024.	Formative		Summative	
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2024 - September 2024 **Collaborating Departments:** Mathematics **Delivery Method:** In person	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Scheduled daily intervention time will target students who are below grade level in math, using a variety of resources to differentiate intervention activities for those students	Formative		Summative	
Intended Audience: Teachers **Provider / Presenter / Person Responsible:** Teachers, Instructional Leadership Team **Date(s) / Timeframe:** August 2024 - May 2025 **Collaborating Departments:** Mathematics **Delivery Method:** In person	Nov	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

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

Staff Responsible for Monitoring: Leadership Team, Teachers, Diagnostician

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

Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 2

Action Step 1 Details		Reviews			
Action Step 1: Share existing resources and guidelines that will aid in increasing the knowledge of electronic resources and processes for campus procedures for MTSS, specialized curricula tools, Dyslexia, and 504 supports **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Diagnostician, SLP, Dyslexia Teacher, Leadership Team **Date(s) / Timeframe:** September 2024 - May 2025 **Collaborating Departments:** Special Education **Delivery Method:** In person		Formative		Summative	
		Nov	Jan	Mar	June

Action Step 2 Details		Reviews			
Action Step 2: Promote and encourage the administration, interpretation and application of MAP BOY, MOY and EOY and other sources of data to inform present levels of performance, instructional programming, CIP goals, targets and professional learning. **Intended Audience:** Teachers **Provider / Presenter / Person Responsible:** Leadership Team, Special Education Teacher, Diagnostician **Date(s) / Timeframe:** September 2024 - May 2025 **Collaborating Departments:** Special Education **Delivery Method:** In person **Funding Sources:** - SPED (199 PIC 23) - $5,990		Formative		Summative	
		Nov	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: 2023-2024 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5.   **Root Cause**: Lack of systems to educate parents on the importance of attendance in the early grades.
Problem Statement 3: 2023-2024 MAP Math data indicate that 43.9% of African American students met their growth projection as compared to 51.4% of Hispanic students.   **Root Cause**: Inconsistent implementation of Tier I and Tier II targeted instruction based on student need.
Student Learning
Problem Statement 3: 2022 - 2023 EOY MAP Math data indicate that 39.6% of Special Education students met their growth projection as compared to 48.3% of Economically Disadvantaged students.   **Root Cause**: Inconsistent implementation of Tier I and Tier II targeted interventions based on student need.

School Processes & Programs
Problem Statement 2: 4.6% of students at Lowery Road Elementary are identified as dyslexic as compared to the district average of 5.1%.   **Root Cause**: Lack of professional development in the characteristics of dyslexia and implementation of MTSS.

Perceptions
Problem Statement 1: 2023-2024 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5.   **Root Cause**: Lack of systems to educate parents on the importance of attendance in the early grades.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 33.5% to 40% by May 2025. Increase the percentage of African American students from27% to32% by May 2025.

Evaluation Data Sources: None

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

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Teachers, Administrators

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

Problem Statements: Demographics 3 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Develop a student goal-setting and data cycle system that will allow teachers, students, and parents to set goals to measure and respond to students' academic needs **Intended Audience:** Teachers, Instructional Leadership Team **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2024 - May 2025 **Collaborating Departments:** Family Engagement, Humanities, Mathematics **Delivery Method:** In person **Funding Sources:** - GT (199 PIC 21) - $638, - TITLE I (211) - 211-13-6399-04E-219-30-510-000000-25F10 - $2,533.60, - TITLE I (211) - 211-11-6119-04E-219-30-510-000000-25F10 - $72,500, - FAMILY ENGAGEMENT (211) - 211-61-6499-04L-219-30-510-000000-25F10 - $950, - FAMILY ENGAGEMENT (211) - 211-61-6399-04L-219-30-510-000000-25F10 - $1,185	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**

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Action Step 2 Details	Reviews			
Action Step 2: Student progress toward measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting for (CLI, MAP, STAAR, Unit Assessments, and Core 5)	Formative		Summative	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Instructional Leadership Team, Teachers, Students **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2024 - May 2025 **Collaborating Departments:** Technology, Humanities, Mathematics, Family Engagement **Delivery Method:** In person				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: 2023-2024 MAP Math data indicate that 43.9% of African American students met their growth projection as compared to 51.4% of Hispanic students.   **Root Cause**: Inconsistent implementation of Tier I and Tier II targeted instruction based on student need.

Student Learning
Problem Statement 1: 2023 TELPAS data indicate that 52% of students either remained the same or regressed in their English Proficiency rating.   **Root Cause**: Inconsistent focus on ELPS and structured activities to support the four domains of TELPAS.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2025

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 30.9% to 35% by May 2025.
Increase the percentage of African American students from 25.7% to30% by May 2025.

Evaluation Data Sources: None

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

Strategy's Expected Result/Impact: Increased student achievement

Staff Responsible for Monitoring: Teachers, Administrators

Title I:
2.4, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Connect high school to career and college
 - **ESF Levers:**
Lever 5: Effective Instruction

Problem Statements: Student Learning 3 - School Processes & Programs 2

Action Step 1 Details	Reviews			

Action Step 1: Develop a student goal-setting and data cycle system that will allow teachers, students, and parents to set goals to measure and respond to students' academic needs
     Intended Audience: Teachers
     Provider / Presenter / Person Responsible: Administrators
     Date(s) / Timeframe: August 2024 - May 2025
     Collaborating Departments: Mathematics, Humanities, Technology, Family Engagement
     Delivery Method: In person
	Formative		**Summative**	

	Nov	**Jan**	**Mar**	**June**

Action Step 2 Details	Reviews			
Action Step 2: Student progress toward measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting for (CLI, MAP, STAAR, Unit Assessments, and Core 5)	**Formative**		**Summative**	
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Instructional Leadership Team, Teachers, Students **Provider / Presenter / Person Responsible:** Administrators **Date(s) / Timeframe:** August 2024 - May 2025 **Collaborating Departments:** Family Engagement, Humanities, Early Learning, Mathematics **Delivery Method:** In person				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 3: 2022 - 2023 EOY MAP Math data indicate that 39.6% of Special Education students met their growth projection as compared to 48.3% of Economically Disadvantaged students.   **Root Cause**: Inconsistent implementation of Tier I and Tier II targeted interventions based on student need.

School Processes & Programs
Problem Statement 2: 4.6% of students at Lowery Road Elementary are identified as dyslexic as compared to the district average of 5.1%.   **Root Cause**: Lack of professional development in the characteristics of dyslexia and implementation of MTSS.

Goal 4: Learning Environment (based on the BOE constraints)

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

Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 18.7% to 13% by May 2025.

Decrease the number and percentage of African American students from 23.5% to 19% by May 2025.

> **Evaluation Data Sources:** FWISD Dashboard, Focus, ADQ Reports

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

> **Strategy's Expected Result/Impact:** Increased attendance and achievement
>
> **Staff Responsible for Monitoring:** FES, Data Clerk, Teachers, Leadership Team
>
> **Title I:**
> 4.1, 4.2
> - **TEA Priorities:**
> Build a foundation of reading and math, Connect high school to career and college
> - **ESF Levers:**
> Lever 5: Effective Instruction
>
> **Problem Statements:** Demographics 1 - Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Utilize FES as a liaison to parents by providing follow up calls when students are absent and coordinate support to improve attendance.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Intended Audience: Parents and Students **Provider / Presenter / Person Responsible:** FES, Administrators **Date(s) / Timeframe:** August 2023 - May 2024 **Collaborating Departments:** Family and Community Partnerships **Delivery Method:** In person, phone, email				

Action Step 2 Details	Reviews			
Action Step 2: Provide Professional Learning opportunities that develop the capacity of staff to promote a positive and inclusive school culture.	**Formative**		**Summative**	
Intended Audience: Teachers, Staff and Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Leadership Team, Teachers				
Date(s) / Timeframe: August 2024 - May 2025				
Collaborating Departments: Restorative Practices, Counseling				
Delivery Method: In person				

Action Step 3 Details	Reviews			
Action Step 3: Provide incentives for attendance	**Formative**		**Summative**	
Intended Audience: Students, Parents	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: FES, Leadership Team				
Date(s) / Timeframe: August 2023 - May 2024				
Collaborating Departments: None				
Delivery Method: In person				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 2023-2024 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5. **Root Cause**: Lack of systems to educate parents on the importance of attendance in the early grades.

Perceptions
Problem Statement 1: 2023-2024 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5. **Root Cause**: Lack of systems to educate parents on the importance of attendance in the early grades.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Decrease the number of out of school suspensions for African American from 2.2 to 1.0 by May 2025.

    Evaluation Data Sources: FWISD Dashboard, Focus, ADQ

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

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

    Staff Responsible for Monitoring: Leadership team, Teachers

    Title I:
4.1, 4.2
 - **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction

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

Action Step 1 Details	Reviews			
Action Step 1: Through professional learning, develop the capacity of teachers and staff on Restorative Practices, Culturally Responsive Teaching and mental health and wellness skills for adults and students.	**Formative**		**Summative**	
Intended Audience: Teachers, Staff and Students	**Nov**	**Jan**	**Mar**	**June**
Provider / Presenter / Person Responsible: Counselor, LSSP, Leadership Team				
Date(s) / Timeframe: August 2024 - May 2025				
Collaborating Departments: Student Support Services				
Delivery Method: In person				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 2023-2024 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5.   **Root Cause**: Lack of systems to educate parents on the importance of attendance in the early grades.

School Processes & Programs
Problem Statement 2: 4.6% of students at Lowery Road Elementary are identified as dyslexic as compared to the district average of 5.1%.   **Root Cause**: Lack of professional development in the characteristics of dyslexia and implementation of MTSS.

Perceptions
Problem Statement 1: 2023-2024 data indicates that 38% of EE-K students are chronically absent compared to 15.2 % of students in grades 1-5.   **Root Cause**: Lack of systems to educate parents on the importance of attendance in the early grades.

Campus Funding Summary

				TITLE I (211)			
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3		Reading materials & Software for classroom use	211-11-6329-04E-219-30-510-000000-25F10	$5,000.00
1	3	2	2		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-219-30-510-000000-25F10	$4,000.00
3	1	1	1		Title I Reading/ Mathematics Teacher	211-11-6119-04E-219-30-510-000000-25F10	$72,500.00
3	1	1	1		Supplies and materials for professional development	211-13-6399-04E-219-30-510-000000-25F10	$2,533.60
						Sub-Total	$84,033.60
						Budgeted Fund Source Amount	$84,033.60
						+/- Difference	$0.00

				FAMILY ENGAGEMENT (211)			
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1		Supplies and materials for parental involvement	211-61-6399-04L-219-30-510-000000-25F10	$1,185.00
3	1	1	1		Snacks for parents to promote participation	211-61-6499-04L-219-30-510-000000-25F10	$950.00
						Sub-Total	$2,135.00
						Budgeted Fund Source Amount	$2,135.00
						+/- Difference	$0.00

				BASIC (199 PIC 11)			
Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	3	General supplies	INSTRUCTION | GENERAL SUPPLIES	199-11-6399-XXX-219-11-313-000000-	$6,405.00
2	1	2	3	Math Substitutes	INSTRUCTION | SUBS - PROFESSIONAL	199-11-6112-XXX-219-11-313-000000-	$6,405.00

BASIC (199 PIC 11)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Sub-Total	$12,810.00
						Budgeted Fund Source Amount	$12,810.00
						+/- Difference	$0.00

GT (199 PIC 21)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	1		GENERAL SUPPLIES		$638.00
						Sub-Total	$638.00
						Budgeted Fund Source Amount	$638.00
						+/- Difference	$0.00

SPED (199 PIC 23)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	3	2		GENERAL SUPPLIES		$5,990.00
						Sub-Total	$5,990.00
						Budgeted Fund Source Amount	$5,990.00
						+/- Difference	$0.00

SCE (199 PIC 24)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	3		Supplies and materials for instructional use	199-11-6399-001-219-24-313-000000-	$4,695.00
						Sub-Total	$4,695.00
						Budgeted Fund Source Amount	$4,695.00
						+/- Difference	$0.00

BEA (199 PIC 25)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	4	1		Extra duty - professional development after hours	199-13-6116-001-219-25-313-000000	$500.00

BEA (199 PIC 25)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	4	1		Reading materials - instruction	199-11-6329-001-219-25-313-000000	$550.00
						Sub-Total	$1,050.00
						Budgeted Fund Source Amount	$1,050.00
						+/- Difference	$0.00

UNDISTRIBUTED (199 PIC 99)

Goal	Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	2	Reading Materials	INSTRCTNL RES/MED SVCS | OTHER READING MATERIALS	199-12-6329-XXX-219-99-313-000000-	$6,405.00
2	2	1	2	Mathematics materials	INSTRCTNL RES/MED SVCS | GENERAL SUPPLIES	199-12-6399-XXX-219-99-313-000000-	$6,405.00
						Sub-Total	$12,810.00
						Budgeted Fund Source Amount	$12,810.00
						+/- Difference	$0.00
						Grand Total Budgeted	$124,161.60
						Grand Total Spent	$124,161.60
						+/- Difference	$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Child Abuse and Neglect	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Coordinated Health Program	Administrative Services, Learning and Leading, Operations	8/22/2024	Lisa Inzar	8/21/2024
Decision-Making and Planning Policy Evaluation	Administrative Services, Governance and Strategic Communications	8/22/2024	Lisa Inzar	8/21/2024
Disciplinary Alternative Education Program (DAEP)	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dropout Prevention	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Dyslexia Treatment Program	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Title I, Part C Migrant	Learning and Leading, Business and Finance	8/22/2024	Lisa Inzar	8/21/2024
Pregnancy Related Services	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Post-Secondary Preparedness	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Recruiting Teachers and Paraprofessionals	Talent Management, Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Crisis Intervention Programs and Training	Learning and Leading, Administrative Services	8/22/2024	Lisa Inzar	8/21/2024
Student Welfare: Discipline/Conflict/Violence Management	Learning and Leading	8/22/2024	Lisa Inzar	8/21/2024
Technology Integration	Technology	8/22/2024	Lisa Inzar	8/21/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Administrative Services, Safety & Security	8/22/2024	Lisa Inzar	8/21/2024