

Fort Worth Independent School District

042 Daggett Middle School

2023-2024 Improvement Plan

Accountability Rating: C



Mission Statement

Empower scholars to be the best versions of themselves through growth mindset, collaboration, and a unified community.

Vision

Our vision is to see all students be successful in setting high expectations for themselves academically, socially, emotionally so that they are ready for their next step in education and to be successful members in the community.

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Comprehensive Needs Assessment

Revised/Approved: May 10, 2023

Demographics

Demographics Summary

Daggett Middle School currently has 382 students and that number has not changed much from the beginning of the year. We have a few students that will move away but within the same time frame we usually have a similar number of students come to Daggett. This year our grade levels are all about the same, the 8th grade has 132 students and the other two grades have 125 students. Our racial groups percentages are similar to last year and has not changed very much, we have 74% Hispanic/Latino, 14% Black/African American, 8% White, 3% Asian, and 1% 2 or More. Our special populations have not changed very much either this year, we have 88% Economically Disadvantaged, 54% Emergent Bilingual, 14% Special Education, 8% 504, and 4% Homeless. These demographics show just how eclectic Daggett Middle School is and yet we make sure that one of the main focuses for our school is that everyone belongs here.

We are one of three schools in the District who have a Language Center within it. We have 54 students that are currently enrolled in our Language Center between all three grades. Most of these students have been in the country for a year and will be with us for a year or two until they are exited. There are currently 11 countries represented by our Language Center students; Mexico, Honduras, Afghanistan, Venezuela, El Salvador, Guatemala, Congo, Nicaragua, Dominican Republic, Haiti and Puerto Rico.

The staff at Daggett Middle School is made up of 58 staff members currently. The racial diversity for the staff is 40% Hispanic/Latino, 31% White, 27% Black/African American, 1% Asian, 1% Pacific Islander. We have staff that range from 1 year of experience to 38 years of experience. More than 75% of the staff have been here for over 5 years.

Demographics Strengths

The diversity of our school is a very big strength for us. We celebrate the differences that we have between race, country of origin, and languages. We try to mirror that with our staff as well. By using our diversity as a strength it unifies us and we see a lot fewer issues with our student body.

We use clubs after school as well as our advisory period to educate and make a place where all students can not only be who they are but be

celebrated for it. Inclusivity is something that we make a priority within our restorative conversations as well as our advisory general conversations.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The 20 students at the top of our referral list have 54% (which is an average of over 10 each) of our total referrals and the other 104 students have the other 46% (which is an average of less than 2 per student). **Root Cause:** Students not understanding the ways to handle certain situations that arise and then making bad choices.

Problem Statement 2 (Prioritized): There are 15.5% of our students that have less than 90% attendance **Root Cause:** Students do not understand that attendance matters.

Student Learning

Student Learning Summary

This year our students took the interim benchmarks which had different style tests than the students have seen before. They were created by TEA and so they were made to be in the image of what the new STAAR will look like.

In March our data was sitting at:

Math 6th grade - 58% Approaches

Algebra - 64% Approaches

ELA 7th grade - 49% Approaches

English 1 - 78% Approaches

Biology - 82% Approaches

This year a challenge was our staffing. Throughout the year we had 6 positions that either started or became a sub position. Some of our teachers had spouses that were transferred, some left because they thought they wanted to be a teacher and changed their minds, and some were sub positions from the beginning because there were a shortage of teachers. We also had some staff with more absences than they would normally have due to family emergencies. Some of these vacancies and absences were in our tested classes and that had an affect on the students and their learning.

The discipline issues with some of our students, is also having an affect on the student's learning. We have 93% of our students who have less than 5 referrals but for those that do have the referrals, this is time that the students are spending outside of class takes away from the learning.

One of the ways that we have tried to help with some of the distractions in class is to have the option for the students to turn in cellphones during 1st period and check out their chromebooks and at the end of the day they can check the chromebooks in for charging and checkout their phones. If they choose not to do this then the expectation is that they are to have their phones in their backpacks and they are not to come out. We have seen a substantial increase in student engagement in the classroom with this expectation.

This year most of the PLC's (Professional Learning Communities) have really been focused on Tier 1 instruction and how to have the greatest impact on the whole class. The teachers worked together to look at lesson plans and give feedback, look at student work and data so that they could impact student learning.

Student Learning Strengths

This year we implemented a PAWS time that focused on growth mindset and unity the 1st semester and then 2nd semester it focused on high leverage TEKS that needed to be addressed by students. Each of the tested areas were able to select students based on their data to go over some of the high-leverage TEKS. Each group lasted 3 weeks so that they were able to see multiple groups during the time before the STAAR test.

Daggett has multiple High School credits that can be earned while in Middle School. The classes are Algebra, Biology, Geometry, English 1, GEMPLS, Keyboarding, Speech, Spanish (7th and 8th grade), Native Speaker Spanish 1, and Native Speaker Spanish 2. This helps students to find areas that they can excel in and get a head start on receiving High School credit for that class.

The library has students checking out books and works with the teachers to ensure that they are using the books we have in the library to enhance the topics they are reviewing in class.

Our teachers are doing professional development that is impacting the students, like Building Thinking Classes. We are seeing the students work with different groups and it has helped the students to take a real ownership of their learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our 7th grade math scores are our lowest scores. **Root Cause:** There are gaps in the learning.

Problem Statement 2: Not enough of our ELs are making TELPAS progress. **Root Cause:** The academic vocabulary is not being required in all conversations or writing assignments.

Problem Statement 3 (Prioritized): There is not a high enough percentage of students that are in the meets category in ELA. **Root Cause:** Our students are not connecting with the instruction on a personal level.

School Processes & Programs

School Processes & Programs Summary

When it comes to the processes and programs at Daggett Middle School we have a lot of things that make Daggett great.

Safety Process

Daggett Middle School has monthly meetings with a group of staff members that discuss concerns and challenges that we have had over the last month and what is upcoming. During this time suggestions are made and followed up by administration. The school stays up to date on their drills and metal detectors to ensure that the students know what the plan is and so that we can make sure that they feel as safe as possible.

Maximizing Instructional Time

The bell schedule is such so that students are spending over 50 minutes in each of their classes. They also have a PAWS time where the teacher can select them based on data to do a small group and work with them on high-leverage TEKS. Whereas we do have assemblies and events, they are monitored by administration to ensure that the students are maximizing their instructional time. We have announcements and extra paperwork going out during PAWS time so that it doesn't interrupt class time.

Another way that we are impacting instructional time is by making sure that all cellphones are either checked in or put up out of sight so that the students are focused on instruction. We have a system where students are able to check in their cellphones to their first period if they need to. It applies to their earbuds so that they can't listen to music while the teacher is teaching. This has really made a difference on the in class engagement going on with students.

Professional Development for New and Veteran Teachers

During our teacher in-service days we work with our teachers on the areas that we think that they need to ensure that the entire campus is on the same page. Our staff meetings throughout the year tend to focus on trainings the teachers need or trends that administration or our leadership team are seeing so that we can affect change.

Stakeholder Buy-In

We have four groups of people that are usually involved in decisions and feedback, we have our staff, our instructional leadership team, our

PTA, and our SBDM. Each of these groups has a variety of ways that we collect input. We may use a survey, small group, individual conversations, a group setting, etc... We try to make sure that when we are changing anything that is a current process we get feedback before we make the changes.

Transition from Elementary to Middle and from Middle to High School.

In both the Elementary to Middle and the Middle to High School the administration and counseling team go down to the schools to discuss individual students and how to help them be as successful as possible. We try to let each other know of the supports that we are offering and what is helping with those students so that we don't have to start from square one with the students. We also have meetings at the Middle School where we invite the parents and students to come and hear about what we have to offer and then telling them about what High School has to offer. We have a POC expo where the 8th graders can visit with different High Schools so that they know what FWISD has to offer. Administration goes down to the Elementary schools and answers questions of the 5th grade, shows them a video that talks about next year, and then invites them to Transition Camp. Our 8th graders have their end of the year dance at the High School.

Student Support

This year we allotted a day where each grade level was able to meet and discuss their students and the concerns that they have. The concerns usually began with things like behavior, grades, attendance and then the team would work together to try to get to the root cause of the issue. The teachers would meet with students or parents as needed to help so that we could figure out what that student needed to be successful. The team was made up of teachers, counselors and administration. At the end of the meetings we worked on figuring out what resources each student discussed needed.

PLC time

This year we worked on new protocols for each day that the team met as a team so that they all were doing the same thing and that they knew what they needed to work on. There are days that the team goes over lesson plans, student support team, professional development, learning walks, data, student work, and individually meet with administration. Each one of these days works toward our goal of ensuring that our students are reaching their goals.

School Processes & Programs Strengths

I think that most of our processes and programs are strengths of ours. The biggest strength we have is that our stakeholders are always discussing how to make these processes better so that we can be as efficient as possible.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students are not aware of what TEKS they need to work on to grow. **Root Cause:** There is no tracking system for the students.

Problem Statement 2 (Prioritized): Our new teachers are struggling with classroom management and rigor. **Root Cause:** They need more support in their first year to be successful.

Problem Statement 3: Our students with services do not know how to use the resources that are available to them during STAAR. **Root Cause:** The students are not being held accountable to use them.

Perceptions

Perceptions Summary

We interviewed, surveyed, and took information from different groups to try to make sure that we were hearing all the perceptions of Daggett Middle School that were out there.

At the beginning of the year we surveyed the students and some of the words that they used to describe Daggett were: Friends, Teachers, Happy, Good School, Amazing, Awesome, Best School, Bulldog School, Cool, Creative and Strong, Fun and Cool, Fun and Exciting, Safe and Fun, Strong and Amazing, unique, unlimited learning, and hard work.

This year we really focused on having more student and community events that we partnered with our PTA, MINTS, and other community partners on. We had a Hispanic Heritage night, a Black History Celebration that featured our electives, a Fall Festival, a Color Run, a Movie Night, a few dances, and then a few other performances.

We communicate with parents, community and other stakeholders through a monthly newsletter, blackboard, our website, and social media. We try to make sure that especially on our newsletter and blackboard messages that we have them translated into Spanish.

For any concerns with bullying or other student issues, we have crime stoppers, our Community in Schools counselor, restorative discipline, our Intervention Specialist, Girls Inc, Boys and Girls Club, relationships with staff, and sports and other programs. Each one of these helps to make sure that if there are issues they are addressed or possibly stopped before they occur. These things also help when there are conflicts with other students.

The staff took a survey about the Administration and how they felt supported. The entire staff except for 1 person rated everything as 3-5 out of 5 on everything.

Our new and existing teachers have our instructional coach and our district level people that really work with our students to ensure that they are growing in their craft.

This year we have had more partners, volunteers and parent volunteers than years in the past. Our PTA, SBDM, MINTS, Girls Inc., Boys and Girls Club, Blue Zones, Neighboring churches, individual community members that don't even have students that go here, and more. We have been very blessed this year with these partnerships. One of the things that we have is our Food Pantry which is able to pour into our families in the community. We also have cooking classes for parents and for students so that they can learn healthy options.

Perceptions Strengths

We have 17% African American students and our referral and suspension percentage for this year is sitting at 15% for both. Our demographics match our suspensions and referrals pretty closely.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): When we looked at each individual student, there are some that no teacher/staff member could say that they felt like they knew the student well.

Root Cause: Some of the students are quiet or not engaged in much beyond the classroom.

Problem Statement 2: We have low parent participation when it comes to things on campus. **Root Cause:** Some of our parents don't know what to help with or how to help.

Priority Problem Statements

Problem Statement 1: The 20 students at the top of our referral list have 54% (which is an average of over 10 each) of our total referrals and the other 104 students have the other 46% (which is an average of less than 2 per student).

Root Cause 1: Students not understanding the ways to handle certain situations that arise and then making bad choices.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There are 15.5% of our students that have less than 90% attendance

Root Cause 2: Students do not understand that attendance matters.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Students are not aware of what TEKS they need to work on to grow.

Root Cause 3: There is no tracking system for the students.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: When we looked at each individual student, there are some that no teacher/staff member could say that they felt like they knew the student well.

Root Cause 4: Some of the students are quiet or not engaged in much beyond the classroom.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Our 7th grade math scores are our lowest scores.

Root Cause 5: There are gaps in the learning.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Our new teachers are struggling with classroom management and rigor.

Root Cause 6: They need more support in their first year to be successful.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is not a high enough percentage of students that are in the meets category in ELA.

Root Cause 7: Our students are not connecting with the instruction on a personal level.

Problem Statement 7 Areas: Student Learning

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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- PSAT
- Student failure and/or retention rates
- Observation Survey results
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by 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

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

District Goals

Revised/Approved: June 12, 2023

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

School Performance Objective 1: Based on Early Data: Increase the percentage of Grade 6-8 students who scored meets or higher on the STAAR test from 27% to 35% by May 2024.

Increase the percentage of special education students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 16% to 25% by May 2024.

Evaluation Data Sources: STAAR scores

Strategy 1: Improve the quality of Tier 1 instruction through PLCs in all content areas to include culturally responsive and linguistically accommodating instruction as noted in the FWISD Instructional Framework with standards-aligned planning, lesson planning/delivery, and performance data.

Strategy's Expected Result/Impact: To have our our students make more of a connection to the lesson material and be able to see that evidence in their data.

Staff Responsible for Monitoring: Instructional coach and AP

Title I:

2.4, 2.5

- TEA Priorities:

Build a foundation of reading and math





- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments

- Results Driven Accountability

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Utilize the PLC to ensure that there is culturally responsive and linguistically accommodating instruction going on in each lesson.</p> <p>Intended Audience: PLC Members</p> <p>Provider / Presenter / Person Responsible: Instructional Coach and AP</p> <p>Date(s) / Timeframe: 23-24</p> <p>Collaborating Departments: Math, ELA, Science, SS</p> <p>Delivery Method: Email, Presentations, Lesson Plan Protocol</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Purchase instructional materials that are culturally responsive. Intended Audience: Teachers and Students Provider / Presenter / Person Responsible: Instructional Coach Date(s) / Timeframe: 23-24 Collaborating Departments: ELA Funding Sources: - Title I (211) - 211-11-6399-04N-042-30-510-000000-24F10 - \$1,000, - Gifted & Talented (199 PIC 21) - - \$676, - CTE (199 PIC 22) - - \$3,745, - SPED (199 PIC 23) - - \$3,697	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Purchase class headsets for each ELA class so that the students can work at their own pace on Lexia and be able to utilize the entire program with limited instructions. Intended Audience: Students Date(s) / Timeframe: 23-24 Collaborating Departments: ELA Funding Sources: - Title I (211) - 211-11-6399-04N-042-30-510-000000-24F10 - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Establish process to support principals in monitoring special education teachers' use of curricula, resources and tools to plan and implement specially designed instruction based on students' current levels of performance.

Strategy's Expected Result/Impact: Principals will be able to train teachers in the implementation of monitoring student current levels and what curriculum or strategies they need to influence it.

Staff Responsible for Monitoring: Administration

Title I:

2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
<p>Action Step 1: Principals will attend professional development that targets monitoring special education teachers and the resources that they use.</p> <p>Intended Audience: Administration Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: 23-24 Collaborating Departments: Special Education Delivery Method: In person professional development</p> <p>Funding Sources: - Title I (211) - 211-13-6299-04N-042-30-510-000000-24F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 3: There is not a high enough percentage of students that are in the meets category in ELA. Root Cause: Our students are not connecting with the instruction on a personal level.</p>

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

School Performance Objective 2: Increase the percentage of students who score at meets or above in English 1 on STAAR from 75% to 90% 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 85% to 100% by May 2024.

Evaluation Data Sources: STAAR Scores

Strategy 1: Improve the quality of Tier 1 instruction through real-world relevant, culturally responsive, standards-aligned planning, lesson delivery, and coaching.

Strategy's Expected Result/Impact: To see more students make connections with the lesson and move up in the accountability rating.

Staff Responsible for Monitoring: ELA and Instructional Coach

Title I:

2.5

- **TEA Priorities:**

Build a foundation of reading and math





- **ESF Levers:**

Lever 5: Effective Instruction

- **Results Driven Accountability**

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: During PLC the English 1 teacher will work with the instructional coach on real-world applications, culturally responsive materials, standards-aligned planning, lesson delivery, and timely feedback for the students. Intended Audience: English 1 Teacher Provider / Presenter / Person Responsible: Instructional Coach and English 1 Teacher Date(s) / Timeframe: 23-24 Collaborating Departments: ELA Delivery Method: In person coaching session	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: There is not a high enough percentage of students that are in the meets category in ELA. **Root Cause:** Our students are not connecting with the instruction on a personal level.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 1: Based on Early Data: Increase the percentage of Grade 6-8 students who scored meets or higher on the STAAR test from 12% to 25% by May 2024.

Increase the percentage of special education students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 0% to 10% by May 2024.

Evaluation Data Sources: STAAR Scores

Strategy 1: Establish process to support principals in monitoring special education teachers' use of curricula, resources and tools to plan and implement specially designed instruction based on students' current levels of performance.

Strategy's Expected Result/Impact: Principals will be able to train teachers in the implementation of monitoring student current levels and what curriculum or strategies they need to influence it.

Staff Responsible for Monitoring: Administration

Title I:

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			
<p>Action Step 1: Principals will attend professional development that targets monitoring special education teachers and the resources that they use.</p> <p>Intended Audience: Administration</p> <p>Provider / Presenter / Person Responsible: Administration</p> <p>Date(s) / Timeframe: 23-24</p> <p>Collaborating Departments: Special Education</p> <p>Delivery Method: In person professional development</p> <p>Funding Sources: - Title I (211) - 211-23-6411-04N-042-30-510-000000-24F10 - \$583.57</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Our 7th grade math scores are our lowest scores. Root Cause: There are gaps in the learning.

District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

School Performance Objective 2: Increase the percentage of students who score at MEETS or above in Algebra 1 from 35% 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 0% to 30% by May 2024.

Evaluation Data Sources: STAAR Scores

Strategy 1: Improve the quality of Tier 1 instruction through real-world relevant, culturally responsive, standards-aligned planning, lesson delivery, and coaching.

Strategy's Expected Result/Impact: To see more students make connections with the lesson and move up in the accountability rating.

Staff Responsible for Monitoring: Math and Instructional Coach

Title I:

2.4

- **TEA Priorities:**


Build a foundation of reading and math


- **ESF Levers:**


Lever 4: High-Quality Instructional Materials and Assessments


Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: During PLC the Algebra teacher will work with the instructional coach on real-world applications, culturally responsive materials, standards-aligned planning, lesson delivery, and timely feedback for the students. Intended Audience: Algebra Teacher Provider / Presenter / Person Responsible: Instructional Coach Date(s) / Timeframe: 23-24 Collaborating Departments: Math Delivery Method: In person coaching session	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

School Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: Our 7th grade math scores are our lowest scores. **Root Cause:** There are gaps in the learning.

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

School Performance Objective 1: Based on Early Data: Increase the percentage of Grade 6-8 students who scored meets or higher on the STAAR test from 27% to 35% by May 2024.

Increase the percentage of special education students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 16% to 25% by May 2024.

Evaluation Data Sources: STAAR Scores

Strategy 1: The leadership team will work with the ILT to develop professional development that can give the staff tools to use in the classroom to help to engage the students in the classroom.

Strategy's Expected Result/Impact: See the students' test scores rise with the areas being targeted.

Staff Responsible for Monitoring: Data Analyst and AP

Title I:

2.4

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Promote and encourage the administration, interpretation, and application of MAPS BOY, MOY and EOY and other sources of data to inform present levels of performance, instructional programming CEIP goals, targets and professional learning.</p> <p>Intended Audience: PLC teachers Provider / Presenter / Person Responsible: Data Analyst and AP Date(s) / Timeframe: 23-24 Collaborating Departments: PLC contents Delivery Method: In person training</p> <p>Funding Sources: - Title I (211) - 211-13-6119-04N-042-30-510-000000-24F10 - \$84,472</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Strategy 2: Utilize tutoring as needed for students that are struggling in certain areas.

Strategy's Expected Result/Impact: Students will be met where they are at and have specific tutoring in those TEKS areas.

Title I:





2.6

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews			
Action Step 1: Targeted tutoring for students that are struggling. Intended Audience: Students Provider / Presenter / Person Responsible: Teacher Date(s) / Timeframe: 23-24 Collaborating Departments: ELA and Math Delivery Method: In person tutoring Funding Sources: - Title I (211) - 211-11-6116-04N-042-30-510-000000-24F10 - \$2,000, - Title I (211) - 211-11-6399-04N-042-30-510-000000-24F10 - \$2,500, - Title I (211) - 211-11-6127-04N-042-30-510-000000-24F10 - \$1,500	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Students are not aware of what TEKS they need to work on to grow. Root Cause: There is no tracking system for the students.

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

School Performance Objective 2: Based on Early Data: Increase the percentage of Grade 6-8 students who scored meets or higher on the STAAR test from 12% to 25% by May 2024.

Increase the percentage of special education students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 0% to 10% by May 2024.

Evaluation Data Sources: STAAR Scores

Strategy 1: 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: Our special education students will have growth in their performance on the STAAR.

Staff Responsible for Monitoring: Data analyst, Admin and Instructional Coach

Title I:

2.6

- **TEA Priorities:**

Build a foundation of reading and math





- **ESF Levers:**

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 3

Action Step 1 Details	Reviews			
Action Step 1: Initiate annual Multi-disciplinary strategic planning sessions Intended Audience: Special Education Provider / Presenter / Person Responsible: Admin, Special Ed Teacher, Counseling, Gen Ed Date(s) / Timeframe: 23-24 Collaborating Departments: Sped and Gen Ed Delivery Method: In person collaboration Funding Sources: - Title I (211) - 211-11-6112-OPD-042-30-510-000000-24F10 - \$528	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Work with Math teachers to increase the rigor and expectations of the curriculum. Intended Audience: Teacher Provider / Presenter / Person Responsible: Math Department, Instructional Coach Date(s) / Timeframe: 23-24 Collaborating Departments: Math Delivery Method: In person sessions Funding Sources: - SCE (199 PIC 24) - 199-11-6112-001-042-24-273-000000- - \$2,270, - SCE (199 PIC 24) - 199-11-6116-001-042-24-273-000000- - \$3,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Our 7th grade math scores are our lowest scores. Root Cause: There are gaps in the learning.</p> <p>Problem Statement 3: There is not a high enough percentage of students that are in the meets category in ELA. Root Cause: Our students are not connecting with the instruction on a personal level.</p>

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 8% to 5% by May 2023.

Evaluation Data Sources: Focus (Students with 18 or more absences 10% for ADA)

Strategy 1: Impact Student and parent outlook on Attendance

Strategy's Expected Result/Impact: Decrease chronic attendance issues

Staff Responsible for Monitoring: Administration

Title I:





2.6

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Parent meeting to discuss outcomes and importance of chronic attendance issues. Intended Audience: Parents Provider / Presenter / Person Responsible: family engagement specialist Date(s) / Timeframe: 23-24 Delivery Method: In person presentation Funding Sources: - Parent Engagement - 211-61-6329-04L-042-30-510-000000-24F10 - \$756	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There are 15.5% of our students that have less than 90% attendance Root Cause: Students do not understand that attendance matters.

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 569 to 450 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 78 to 50 by May 2024.

Evaluation Data Sources: Focus Report

Strategy 1: Impact students that have a chronic issue with behavior.

Strategy's Expected Result/Impact: Students who have multiple referrals will see that number decrease substantially.

Staff Responsible for Monitoring: Administration and mentors

Title I:





2.6

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
<p>Action Step 1: To have a restorative camp to work with the students that seem to need guidance in making some better choices.</p> <p>Provider / Presenter / Person Responsible: Administration and Mentors</p> <p>Date(s) / Timeframe: 23-24</p> <p>Delivery Method: In person sessions</p> <p>Funding Sources: - Title I (211) - 211-11-6499-04N-042-30-510-000000-24F10 - \$1,000, - Title I (211) - 211-11-6116-0PD-042-30-510-000000-24F10 - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<p>Action Step 2: Intentional selection of coaches and mentor teachers to connect with and build relationships with some of the students who struggle with repeated behaviors.</p> <p>Intended Audience: Mentors</p> <p>Provider / Presenter / Person Responsible: Administration and Mentors</p> <p>Date(s) / Timeframe: 23-24</p> <p>Delivery Method: In person sessions</p> <p>Funding Sources: - Title I (211) - 211-11-6112-0PD-042-30-510-000000-24F10 - \$1,000, - Title I (211) - 211-11-6116-0PD-042-30-510-000000-24F10 - \$500, - Title I (211) - 211-11-6499-04N-042-30-510-000000-24F10 - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

School Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: The 20 students at the top of our referral list have 54% (which is an average of over 10 each) of our total referrals and the other 104 students have the other 46% (which is an average of less than 2 per student). Root Cause: Students not understanding the ways to handle certain situations that arise and then making bad choices.</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 15 to 12 by May 2023.

Evaluation Data Sources: Focus

Strategy 1: Work with our new teachers on classroom management

Strategy's Expected Result/Impact: See a decrease in our chronic behavior concerns.

Staff Responsible for Monitoring: Admin and teachers





Title I:

2.6

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Demographics 1 - School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Have professional development for our 1st year teaching in classroom management Intended Audience: first year teachers. Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: 23-24 Delivery Method: Professional development. Funding Sources: - Title I (211) - 211-11-6112-OPD-042-30-510-000000-24F10 - \$300, - Title I (211) - 211-13-6239-04N-042-30-510-000000-24F10 - \$700	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The 20 students at the top of our referral list have 54% (which is an average of over 10 each) of our total referrals and the other 104 students have the other 46% (which is an average of less than 2 per student). Root Cause: Students not understanding the ways to handle certain situations that arise and then making bad choices.
School Processes & Programs
Problem Statement 2: Our new teachers are struggling with classroom management and rigor. Root Cause: They need more support in their first year to be successful.

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 12 to 18 by May 2023.

Evaluation Data Sources: Calendar

Strategy 1: Work with the PTA, SBDM, and Go Center to select between 2 and 3 after school activities that involve parents and students and then send them in the newsletter.

Strategy's Expected Result/Impact: Have an increase in student and parent involvement at after school events.

Staff Responsible for Monitoring: CCMR coach, Leadership team

Title I:

4.2





- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
<p>Action Step 1: Plan parent and student events that will draw them into the school community and engage them in the day to day operations.</p> <p>Intended Audience: Parents and Students</p> <p>Provider / Presenter / Person Responsible: Leadership team</p> <p>Date(s) / Timeframe: 23-24</p> <p>Delivery Method: In person events</p> <p>Funding Sources: - Parent Engagement - 211-61-6399-04L-042-30-510-000000-24F10 - \$1,250, - Parent Engagement - 211-61-6499-04L-042-30-510-000000-24F10 - \$250</p>	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Have a Family Science Night Intended Audience: Families Provider / Presenter / Person Responsible: Science Department, Instructional Coach Date(s) / Timeframe: 23-24 Collaborating Departments: Science Delivery Method: Sessions Funding Sources: - Title I (211) - 211-61-6299-04N-042-30-510-000000-24F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 4 Problem Statements:

Perceptions
<p>Problem Statement 1: When we looked at each individual student, there are some that no teacher/staff member could say that they felt like they knew the student well. Root Cause: Some of the students are quiet or not engaged in much beyond the classroom.</p>

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

School Performance Objective 5: New students getting engaged in things happening at Daggett to help them feel like they are a part of the campus.

Evaluation Data Sources: New students engaged in school.

Strategy 1: Find a way to ensure that our new students feel as though they are part of Daggett like the students and families that have been there.

Strategy's Expected Result/Impact: To help new families to Daggett feel as though they know what is going on in Daggett.

Staff Responsible for Monitoring: Administration

Title I:





4.1, 4.2

- **ESF Levers:**

Lever 3: Positive School Culture

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Make folders that have a lot of campus information, parent information, and new student information in them. Intended Audience: New families Provider / Presenter / Person Responsible: Administration, counseling office Date(s) / Timeframe: 23-24 Delivery Method: folder with materials Funding Sources: - Title I (211) - 211-61-6116-04L-042-30-510-000000-24F10 - \$500, - Title I (211) - 211-61-6329-04L-042-30-510-000000-24F10 - \$250, - Title I (211) - 211-11-6399-04N-042-30-510-000000-24F10 - \$750	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

School Performance Objective 5 Problem Statements:

Perceptions
<p>Problem Statement 1: When we looked at each individual student, there are some that no teacher/staff member could say that they felt like they knew the student well. Root Cause: Some of the students are quiet or not engaged in much beyond the classroom.</p>

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2		Supplies and materials for instructional use	211-11-6399-04N-042-30-510-000000-24F10	\$1,000.00
1	1	1	3		Supplies and materials for instructional use	211-11-6399-04N-042-30-510-000000-24F10	\$1,500.00
1	1	2	1		Contracted professional development	211-13-6299-04N-042-30-510-000000-24F10	\$2,000.00
2	1	1	1		Travel for Principal and Assistant Principal (PD)	211-23-6411-04N-042-30-510-000000-24F10	\$583.57
3	1	1	1		Data Analyst	211-13-6119-04N-042-30-510-000000-24F10	\$84,472.00
3	1	2	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04N-042-30-510-000000-24F10	\$2,000.00
3	1	2	1		Tutors without degree	211-11-6127-04N-042-30-510-000000-24F10	\$1,500.00
3	1	2	1		Supplies and materials for instructional use	211-11-6399-04N-042-30-510-000000-24F10	\$2,500.00
3	2	1	1		Subs for professional development	211-11-6112-OPD-042-30-510-000000-24F10	\$528.00
4	2	1	1		Snacks or incentives for students	211-11-6499-04N-042-30-510-000000-24F10	\$1,000.00
4	2	1	1		Extra duty pay for PD after hours	211-11-6116-OPD-042-30-510-000000-24F10	\$2,000.00
4	2	1	2		Snacks or incentives for students	211-11-6499-04N-042-30-510-000000-24F10	\$500.00
4	2	1	2		Extra duty pay for PD after hours	211-11-6116-OPD-042-30-510-000000-24F10	\$500.00
4	2	1	2		Subs for professional development	211-11-6112-OPD-042-30-510-000000-24F10	\$1,000.00
4	3	1	1		Contracted regional education service center	211-13-6239-04N-042-30-510-000000-24F10	\$700.00

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	1	1		Subs for professional development	211-11-6112-0PD-042-30-510-000000-24F10	\$300.00
4	4	1	2		Family Science Night	211-61-6299-04N-042-30-510-000000-24F10	\$2,000.00
4	5	1	1		Extra duty for family engagement activities after hours	211-61-6116-04L-042-30-510-000000-24F10	\$500.00
4	5	1	1		Supplies and materials for instructional use	211-11-6399-04N-042-30-510-000000-24F10	\$750.00
4	5	1	1		Take home books for parental engagement	211-61-6329-04L-042-30-510-000000-24F10	\$250.00
Sub-Total							\$105,583.57
Budgeted Fund Source Amount							\$105,583.57
+/- Difference							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	2		Subs for supplemental instruction	199-11-6112-001-042-24-273-000000-	\$2,270.00
3	2	1	2		Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-042-24-273-000000-	\$3,000.00
Sub-Total							\$5,270.00
Budgeted Fund Source Amount							\$5,270.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	1		Other Reading Materials for parental involvement	211-61-6329-04L-042-30-510-000000-24F10	\$756.00
4	4	1	1		Supplies and materials for parental involvement	211-61-6399-04L-042-30-510-000000-24F10	\$1,250.00

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-042-30-510-000000-24F10	\$250.00
Sub-Total							\$2,256.00
Budgeted Fund Source Amount							\$2,256.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2		GENERAL SUPPLIES		\$676.00
Sub-Total							\$676.00
Budgeted Fund Source Amount							\$676.00
+/- Difference							\$0.00
CTE (199 PIC 22)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2		GENERAL SUPPLIES		\$3,745.00
Sub-Total							\$3,745.00
Budgeted Fund Source Amount							\$3,745.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	2		GENERAL SUPPLIES		\$3,697.00
Sub-Total							\$3,697.00
Budgeted Fund Source Amount							\$3,697.00
+/- Difference							\$0.00
Grand Total Budgeted							\$121,227.57

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Grand Total Spent							\$121,227.57
+/- Difference							\$0.00

Addendums

Title 1 Compact

SCHOOL: Daggett Middle School

SCHOOL AGREEMENT:

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

- Hold parent/teacher conferences (parent or legal guardian may join the teacher conference)
- Send frequent reports to families on their child's progress.
- Provide opportunities for families to participate in their child's class and observe classroom activities.
- Provide an environment conducive to learning.
- Respect the student, their families and the diverse culture of the school.

School/Teacher Signature _____ Date: _____

PARENT/GUARDIAN AGREEMENT:

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

- Have on-going communication with my child's school; including parent-teacher conferences and volunteering in the classroom.
- See that my child attends school regularly and is punctual. Supports the school staff and respects cultural differences of others. Establishes a time and place for homework and checks it regularly. Monitor television and movie viewing.

- Will help to make positive use of extracurricular time.

Parent/Guardian Signature _____ Date: _____

STUDENT AGREEMENT:

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

- Come to school each day on time with my homework completed and have the supplies that I need.
- Always try to work to the best of my ability. Believe that I can learn and I will learn.
- Conform to the rules of conduct at my school.
- Show respect for my school, myself, other students, and have consideration for cultural differences.

Student Signature _____ Date: _____

Title 1 Compact

SCHOOL: Daggett Middle School

SCHOOL AGREEMENT:

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

- Hold parent/teacher conferences (parent or legal guardian may join the teacher conference)
- Send frequent reports to families on their child's progress.
- Provide an environment conducive to learning.
- Respect the student, their families and the diverse culture of the school.

School/Teacher Signature _____

Date: 9/6/23

PARENT/GUARDIAN AGREEMENT:

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

- Have on-going communication with my child's school; including parent-teacher conferences and volunteering in the classroom.
- See that my child attends school regularly and is punctual.
- Supports the school staff and respects cultural differences of others.
- Establishes a time and place for homework and checks it regularly.
- Monitor television and movie viewing.
- Will help to make positive use of extracurricular time.

Parent/Guardian Signature _____

Date: 9-6-2023

STUDENT AGREEMENT:

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

- Come to school each day on time with my homework completed and have the supplies that I need.
- Always try to work to the best of my ability. Believe that I can learn and I will learn.
- Conform to the rules of conduct at my school.
- Show respect for my school, myself, other students, and have consideration for cultural differences.

Student Signature _____

Date: 9-6-2023

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

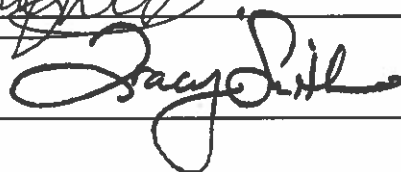
This is an extension of my work agreement with Fort Worth ISD, and I will follow all rules and regulations that are expected of me as part of my regular duties.

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): Maria Reyes ortiz

Employee Signature:  Date: 09/21/2023

Supervisor Signature:  Date: 9-21-23



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): Benetric Jackson

Employee Signature: *Benetric Jackson* Date: 9/20/23

Supervisor Signature: *Tracy Smith* Date: 9-21-23



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): Aubrey Salyer

Employee Signature: Aubrey Salyer Date: 9/20/23

Supervisor Signature: [Signature] Date: 9-21-23



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): SARAH THOMPSON

Employee Signature: Sarah Thompson Date: 09/18²⁰/23

Supervisor Signature: [Signature] Date: 9-21-23



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): Malee Miller

Employee Signature: *Malee Miller* Date: 9-20-23

Supervisor Signature: *Jaay Dill* Date: 9-21-23



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

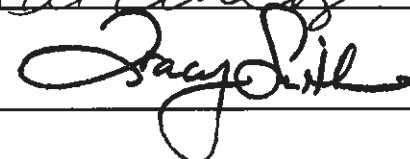
This is an extension of my work agreement with Fort Worth ISD, and I will follow all rules and regulations that are expected of me as part of my regular duties.

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): Lisa Earley

Employee Signature:  Date: 9/20/23

Supervisor Signature:  Date: 9-21-23

