

Fort Worth Independent School District

103 Benbrook Elementary School

2023-2024 Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth



Mission Statement

We will provide a challenging curriculum that motivates students to excel academically and to be a constantly developing community of learners.

Vision

Creating a community of respectful and productive citizens who are lifelong learners.

Core Beliefs

- We believe that each individual has special worth and should be honored.
- We believe that learning is a partnership involving students, families, teachers, and the community.
- We believe in providing a safe and welcoming environment.
- We believe in setting high expectations and providing support in order for students to achieve their highest potential.
- We value diversity and strive to create inclusive, engaging classroom environments.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	15
District Goals	17
District 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 2024.	18
District 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 2024.	26
District Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	30
District Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	32
Campus Funding Summary	37
Addendums	40

Comprehensive Needs Assessment

Revised/Approved: April 11, 2023

Demographics

Demographics Summary

Benbrook Elementary is a 70 year-old, PK-5th Title I campus in Fort Worth ISD in Benbrook, TX. Our campus is located in the small community of Benbrook, southwest of Fort Worth. We have a tight-knit, small town feel, yet benefit from the resources and support of a large district. Most families live within two miles and drop off and pick up students. Our only students who ride a bus are those served in our SEAS (Social Emotional Academic Support) and ECSE (Early Childhood Special Education) programs.

Our current enrollment is 465 students, however enrollment is expected to decrease by 103 students when four Prek units are moved to the relief campus and Westpark Elementary in the 2023-2024 school year. Additionally, a new charter school has opened in Benbrook and has drawn 20-30 students from our attendance area. We need to ensure a high quality education is provided at Benbrook ES in order for our neighborhood families to choose their home campus.

Enrollment at Benbrook by ethnicity includes:

- Hispanic: 30.3%
- African American: 4.7%
- White: 57.2%
- Asian: .2%

- Pacific Islander: 0%
- Two or more races: 6.7%

Benbrook Elementary's student groups include:

English Language Learners (ELLs): 3.9%

Gifted and Talented: 6.5%

Special Education: 11.8%.

Section 504: 9.2%

Economically Disadvantaged: 55.5%

At Risk: 63.4%

Benbrook Elementary employs a high-quality, talented staff with an average of 16 years teacher experience. Benbrook is fortunate to have a staff with a low mobility rate and tenured experience.

Demographics Strengths

- Strong partnership with parents and community members.
- Small town community feel with the benefit of large district support.
- Strong family engagement and an active PTA.

- Our student mobility rate is 12.1, lower than the state and district rates.
- The turnover rate among our staff is low, and teachers are experienced (16 year average).

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 25% of enrolled ELL students are new to the country and unable to access grade level material. **Root Cause:** 3-5th teachers are unable to meet the variety of needs that unschooled, new to the country, students have in a classroom where learning to read is not a grade level standard.

Problem Statement 2 (Prioritized): GT services are provided in a pull out setting for the 6.9% identified and therefore all students in the classroom do not benefit from exposure to high level GT rigor and instructional strategies. **Root Cause:** Due to GT pull out services the general education environment does not support GT students with intentionality.

Student Learning

Student Learning Summary

In the 21-22 school year the campus recieved an overall B (87) rating from TEA. The campus earned a C in Student Achievement, an A in Student growth, and a C in Closing the gaps. The data shows a decline in Math scores, with 3rd grade showing the largest area of concern. Reading scores have maintained, however there is an oppurtunity in this area to improve. The campus SEL data shows that about 40% of students do not self report being in the optimal state to learn and focus.

Reading STAAR Data	Approaches	Meets	Masters
All students	80%	57%	32%
3rd	69%	38%	18%
EcoDis	64%	31%	17%
SPED	67%	33%	1%
4th	85%	68%	37%
EcoDis	79%	53%	24%
SPED	83%	17%	0%
5th	83%	62%	33%
EcoDis	77%	50%	17%
SPED	45%	18%	9%

Math STAAR Data

All Students	65%	35%	15%
3rd	49%	20%	3%
EcoDis	43%	14%	0%

SPED	33%	0%	0%
4th	71%	46%	21%
EcoDis	62%	32%	12%
SPED	50%	0%	0%
5th	75%	28%	20%
EcoDis	73%	13%	3%
SPED	45%	9%	9%

Science STAAR Data

5th	76%	45%	27%
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MAP data -

Winter 2022-2023 data - % of students who met growth projections

	Math	Reading
K -	53%	58%
1 -	59%	66%
2 -	44%	39%
3 -	43%	38%
4 -	67%	51%
5 -	53%	57%

Rhithm Data

Fall Very Low:12%, Low:16%, Optimal:62%, High:5%, Very High:5%

Spring Very Low:11%, Low:12%, Optimal:67%, High:5%, Very High:5%

Student Learning Strengths

- * 4th grade Reading scores in 22-23 were higher than district and state averages.
- * Science earned a distinction for performance.
- * Rated A in student growth. Students are demonstrating a year or more of growth on STAAR.
- * First grade reading growth on MAP is continuing to grow and is the highest growth on the campus.
- * Students are able to use the Rhythm tool to identify their social emotional state and learning readiness.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Performance data indicates inconsistent achievement results across all grade levels and contents using multiple data points.. **Root Cause:** Lack of campus professional development on high level instructional strategies (depth of standards and exemplars)

Problem Statement 2 (Prioritized): No more than three special education students meet on STAAR in any grade level or content. **Root Cause:** Master schedule and class rosters have created gaps in general education setting by limiting the access to tier one instruction.

Problem Statement 3 (Prioritized): An average of 47% of students are not meeting expected growth in Math and 48.5% in Reading on the MAP assessment. **Root Cause:** The campus has not created protocols for high quality testing environments that support students optimal performance.

Problem Statement 4 (Prioritized): 38% of student in the fall and 33% in the spring, report not being in the optimal learning zone according to Rhythm data. **Root Cause:** Teachers and classrooms do not have the training or tools to address current social and emotional needs of students.

School Processes & Programs

School Processes & Programs Summary

Benbrook conducts weekly PLC meetings with all grade levels. PLCs focus on student data, instructional planning and reteach of skills. The Instructional Coach and Administration attend all PLC meetings in order to support teachers and be in the work with teachers.

Administration and Instructional coach work closely with new teachers to mentor and develop strong instructional practices. This is done by looking at student work with new teachers and developing next steps based on the observations and data. Math has been the content focus this year based on previous year scores.

Teachers utilize Branching Minds to track interventions, behavior incidents, parent communication and HB4545 tutoring requirements. This platform has provided one place to access all student information.

The MTSS process is currently in review by a campus committee to ensure all understand the purpose and process of MTSS.

The master schedule and rostering of students has created some difficulty in delivering tier one instruction when large numbers of students are pulled from the same classroom to receive SPED or dyslexia services. The rostering of students is being done for 23-24, along with the master schedule, to ensure that classes have the correct ratio of general education and Special Education students. The Stetson ration for inclusion 1:3 is being utilized.

School Processes & Programs Strengths

- * Leadership team participates in PLC meetings.
- * Campus/Staff have input on systems and development of procedures
- * Master schedule and classroom rosters support Special Education students with minimal loss of tier one instruction.
- * Hiring new staff is done as a committee to ensure candidates are a fit for teams.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The purpose and structure of MTSS meetings is unclear and not followed with fidelity. **Root Cause:** PD on MTSS did not clearly define procedural steps, purpose, and expectations for student review.

Problem Statement 2 (Prioritized): Campus tracking of academic and behavioral interventions is inconsistent. **Root Cause:** Administration has not set a clear expectations for how interventions should be logged and tracked.

Perceptions

Perceptions Summary

Benbrook's vision statement is creating a community of respectful and productive citizens who are lifelong learners. The mission is, we will provide a challenging education which motivates students to excel academically and to be a constantly developing community of learners.

We are a Title One campus and as such, provide campus wide parent involvement opportunities on a regular basis. These include:

Family Academic Night

Family Reading Picnics

Fine Arts Night

Open House Night

All Pro Dads

Lower grade teachers send weekly newsletters and create open communication with parents on a consistent basis. Parents are involved and family events are well attended. A call goes out on Blackboard each Sunday to all families with upcoming weekly information.

Although the campus does a good job of involving parents, reviewing data with staff suggested that parents are not as aware of academic progress for their students.

We have seen a decline in attendance. 2019-2020 the attendance rate was 98.3% and in 2020-2021 it decreased to 95.5%. Chronic absenteeism has also risen from 3.6% to 10.7%. With this, the campus has also seen tardy arrivals increase. One single day 55 tardies were recorded.

Perceptions Strengths

* Strong parent involvement

- * Variety of parent nights to encourage engagement
- * PreK classrooms provide weekly communication with parents.
- * The Benbrook community is small and supports the campus efforts with donations and volunteering.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The campus communication of events and calendar items is not consistent in every classroom. **Root Cause:** The campus administration has not set a clear expectations or system for parent communication from the classrooms.

Problem Statement 2 (Prioritized): The campus does not have a system to make parents aware of academic and progress expectations. **Root Cause:** The campus does not provide academic data, in hard copy to parents to inform them of thier student's progress.

Problem Statement 3 (Prioritized): Campus attendance rate has increase 3% and chronic absenteeism has increased 7%. **Root Cause:** Parent have not had clear communication about the the impact of missed and instruction and the FWISD attendance policy.

Priority Problem Statements

Problem Statement 1: Performance data indicates inconsistent achievement results across all grade levels and contents using multiple data points..

Root Cause 1: Lack of campus professional development on high level instructional strategies (depth of standards and exemplars)

Problem Statement 1 Areas: Student Learning

Problem Statement 2: No more than three special education students meet on STAAR in any grade level or content.

Root Cause 2: Master schedule and class rosters have created gaps in general education setting by limiting the access to tier one instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 38% of student in the fall and 33% in the spring, report not being in the optimal learning zone according to Rhythm data.

Root Cause 3: Teachers and classrooms do not have the training or tools to address current social and emotional needs of students.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: An average of 47% of students are not meeting expected growth in Math and 48.5% in Reading on the MAP assessment.

Root Cause 4: The campus has not created protocols for high quality testing environments that support students optimal performance.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The campus does not have a system to make parents aware of academic and progress expectations.

Root Cause 5: The campus does not provide academic data, in hard copy to parents to inform them of their student's progress.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Campus attendance rate has increase 3% and chronic absenteeism has increased 7%.

Root Cause 6: Parents have not had clear communication about the the impact of missed and instruction and the FWISD attendance policy.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: 25% of enrolled ELL students are new to the country and unable to access grade level material.

Root Cause 7: 3-5th teachers are unable to meet the variety of needs that unschooled, new to the country, students have in a classroom where learning to read is not a grade level standard.

Problem Statement 7 Areas: Demographics

Problem Statement 8: GT services are provided in a pull out setting for the 6.9% identified and therefore all students in the classroom do not benefit from exposure to high level GT rigor and instructional strategies.

Root Cause 8: Due to GT pull out services the general education environment does not support GT students with intentionality.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Campus tracking of academic and behavioral interventions is inconsistent.

Root Cause 9: Administration has not set a clear expectations for how interventions should be logged and tracked.

Problem Statement 9 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
- 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
- Accountability Distinction Designations
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- T-TESS data

Support Systems and Other Data

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

District Goals

District 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 2024.

School Performance Objective 1: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 40% to 70% by May 2024.

Increase the percentage of special education students in K-3 who Meet or Exceed grade level expectations on key MAP Fluency indicators from 5% to 50% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP Results

Strategy 1: Create optimal testing environments.

Strategy's Expected Result/Impact: 90% of students will meet expected growth targets from BOY to MOY and MOY to EOY.

Staff Responsible for Monitoring: Principal/AP/Teachers

Title I:

2.4, 2.5

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 3

Action Step 1 Details	Reviews			
Action Step 1: Substitutes will be provided for Kinder and First grade testing (MAP and KEA) in order to ensure that students have an optimal testing setting. This setting will allow the teacher to monitor rapid guessing, duration for each student, trouble shoot log in issues and allow the teacher to ensure students remain on task and focused. Intended Audience: Students K-5 Provider / Presenter / Person Responsible: Principal and Asst. Principal Date(s) / Timeframe: BOY, EOY, MOY testing windows and STAAR testing window Collaborating Departments: None Delivery Method: PD with testing teachers on testing expectations and utilizing support. Funding Sources: Substitutes for testing - Title I (211) - 211-11-6112-04E-103-30-510-000000-24F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Bi-weekly PLC meetings focused on developing lesson plans and interventions that target student gaps and misconceptions determined from student work and assessments. Intended Audience: Classroom Teacher (Kinder and First) Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: September 2023 - April 2024 Delivery Method: Direct facilitation by principal in PLC meetings.	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Purchase of ipad charging stations to ensure devices are fully charged to support testing. Intended Audience: Students Date(s) / Timeframe: October 2023 - May 2024 Funding Sources: charging stations - SCE (199 PIC 24) - 199-11-6399-001-103-24-313-000000- - \$5,304	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 2: Purchase headphones for testing to ensure that an optimal testing environment is created on the day of testing.

Strategy's Expected Result/Impact: Students will begin the test with all working technology (headphones) and therefore be able to work in a quiet focused testing environment.

Staff Responsible for Monitoring: AP - testing coordinator/teachers

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

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

Problem Statements: Student Learning 1, 3

Action Step 1 Details	Reviews			
Action Step 1: Purchase of campus headphones for testing. Intended Audience: Students Provider / Presenter / Person Responsible: AP - testing coordinator Date(s) / Timeframe: August 2023-May 2024 Funding Sources: Headphones - Title I (211) - 211-11-6399-04E-103-30-510-000000-24F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Performance data indicates inconsistant acheivement results across all grade levels and contents using multiple data points.. Root Cause: Lack of campus professional development on high level instructional strategies (depth of standards and exemplars)</p> <p>Problem Statement 3: An average of 47% of students are not meeting expected growth in Math and 48.5% in Reading on the MAP assessment. Root Cause: The campus has not created protocols for high quality testing enviornments that support students optimal performance.</p>

District 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 2024.

School Performance Objective 2: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 48% to 75% by May 2024.
Increase the percentage of Special Education students who meet or exceed projected growth on MAP Growth Reading from 17% to 50% by May 2024.

High Priority
HB3 District Goal
Evaluation Data Sources: MAP Growth Reading Results

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students by scheduling 1/2 day planning opportunities for teachers each six weeks. This time will be used to engage teachers in TEKS internalization and ensuring lessons and assessments are aligned to mastery of standards.

Strategy's Expected Result/Impact: Teachers will be able to develop and deliver high quality tier 1 instruction with clear outcomes and mastery targets for all students, including SPED students.

Staff Responsible for Monitoring: Principal/AP

Title I:
2.4, 2.5, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2, 3

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Substitutes provided for teachers (classroom and SPED) to attend six week planning PD with administration and instructional coach. Intended Audience: Classroom and Special Education teachers				

Date(s) / Timeframe: August 2023-April 2024 Collaborating Departments: Literacy Delivery Method: Teacher delivers instruction to students Funding Sources: paper, letter manipulatives, note cards - Title I (211) - 211-11-6399-04E-103-30-510-000000-24F10 - \$2,000, SPED instructional materials - SPED (199 PIC 23) - - \$4,883				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				

Strategy 3: Provide a high quality reading program with collaboration between classroom teachers and the campus library.

Strategy's Expected Result/Impact: Students will engage in reading new text each week. One specifically at their reading level and another for enjoyment of reading. 90% of students will grow a year or more as indicated by Accelerated Reader levels from BOY to EOY.

Staff Responsible for Monitoring: Librarian/Principal

Title I:
2.5
- **TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 3

Action Step 1 Details	Reviews			
Action Step 1: Campus will purchase Accelerated Reader License in order to monitor comprehension and overall reading level growth for the school year. Intended Audience: Students Provider / Presenter / Person Responsible: Librarian/Principal Date(s) / Timeframe: September 2023 - May 2024 Collaborating Departments: Library department Delivery Method: Expectations in PLC to teachers and through the librarian to students. Funding Sources: Program license - Title I (211) - 211-11-6299-04E-103-30-510-000000-24F10 - \$6,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Librarian will attend The Texas Association Annual Conference to develop and learn new strategies to build a high quality library that supports all learners. Intended Audience: Students Provider / Presenter / Person Responsible: Librarian/Principal Date(s) / Timeframe: April 2024 Collaborating Departments: Library Department Delivery Method: Conference Funding Sources: Registration and travel - Title I (211) - 211-12-6411-04E-103-30-510-000000-24F10 - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: New books will be purchased for the library in order to keep books current and allow for removal of worn or damaged books. Intended Audience: Kinder - 5th grade students. Provider / Presenter / Person Responsible: Librarian Date(s) / Timeframe: November 2023 - December 2023 Collaborating Departments: Library department Funding Sources: Purchase of library books - Title I (211) - 211-12-6329-04E-103-30-510-000000-24F10 - \$6,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Campus will purchase class sets of novels for grade 3rd, 4th and 5th to support literacy skill building and struggling students in small group instruction. Intended Audience: 3rd - 5th grade students , classroom teacher, librarian Provider / Presenter / Person Responsible: Librarian Date(s) / Timeframe: October - March Funding Sources: Sets of Novels - Title I (211) - 211-11-6399-04E-103-30-510-000000-24F10 - \$7,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategy 4: Communicate with families the importance of learning occurring at school and at home by providing families with learning opportunities.

Strategy's Expected Result/Impact: 70% Parents will attend family events as documented by sign in sheets.

Staff Responsible for Monitoring: Parent Engagement specialist/Principal/AP/Teachers

Title I:

4.2

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Perceptions 2, 3

Action Step 1 Details	Reviews			
Action Step 1: Family Night at the Museum. Intended Audience: All families Provider / Presenter / Person Responsible: AP/Principal/Parent Engagement Specialist Date(s) / Timeframe: November 2023 Funding Sources: Payment to Museum - Parent Engagement - 211-61-6299-04L-103-30-510-000000-24F10 - \$900	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide each family a chapter book with family activities to support the book. (Charlotte's Web) Intended Audience: All families Provider / Presenter / Person Responsible: Parent Engagement Specialist/Principal/AP Date(s) / Timeframe: February 2024 Funding Sources: Purchase Charlotte's Web books - Parent Engagement - 211-61-6329-04L-103-30-510-000000-24F10 - \$812	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 25% of enrolled ELL students are new to the country and unable to access grade level material. Root Cause: 3-5th teachers are unable to meet the variety of needs that unschooled, new to the country, students have in a classroom where learning to read is not a grade level standard.
Student Learning
Problem Statement 1: Performance data indicates inconsistent achievement results across all grade levels and contents using multiple data points.. Root Cause: Lack of campus professional development on high level instructional strategies (depth of standards and exemplars)
Problem Statement 2: No more than three special education students meet on STAAR in any grade level or content. Root Cause: Master schedule and class rosters have created gaps in general education setting by limiting the access to tier one instruction.
Problem Statement 3: An average of 47% of students are not meeting expected growth in Math and 48.5% in Reading on the MAP assessment. Root Cause: The campus has not created protocols for high quality testing environments that support students optimal performance.

Perceptions

Problem Statement 2: The campus does not have a system to make parents aware of academic and progress expectations. **Root Cause:** The campus does not provide academic data, in hard copy to parents to inform them of thier student's progress.

Problem Statement 3: Campus attendance rate has increase 3% and chronic absenteeism has increased 7%. **Root Cause:** Parent have not had clear communication about the the impact of missed and instruction and the FWISD attendance policy.

District 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 2024.

School Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Math from 93.2% to 96% by May 2024.

Increase the percentage of Economically Disadvantaged students in PK who score On Track on Circle Math from 91.9% to 94% by May 2024

Evaluation Data Sources: Circle Math Results

Strategy 1: Meet in PLC with PreK teachers to ensure identification of students that are Economically Disadvantaged. Plan instruction by identifying specific instructional gaps using BOY Circle data and teacher assessment.

Strategy's Expected Result/Impact: Student performance of Economically disadvantaged PreK students as determined by circle will show 98% of students on track.

Staff Responsible for Monitoring: PreK teachers/Principal/AP

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Learning 1

School Performance Objective 1 Problem Statements:

Student Learning	
Problem Statement 1: Performance data indicates inconsistent achievement results across all grade levels and contents using multiple data points..	Root Cause: Lack of campus professional development on high level instructional strategies (depth of standards and exemplars)

District 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 2024.

School Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 58.6% to 65% by May 2024.

Increase the percentage of Economically Disadvantaged students in Kinder who score On Track on TX-KEA Math from 46.2% to 52% by May 2024.

Strategy 1: Meet in PLC with Kinder teachers to identify students that are Economically Disadvantaged. Instruction will be planned to target the specific instructional gaps of Economically Disadvantaged students to ensure 80% are on track according to TX-KEA data..

Strategy's Expected Result/Impact: Students will show growth from BOY to EOY testing, resulting in EcoDis students scoring on track at 80% or higher.

Staff Responsible for Monitoring: Teachers/Principal/AP

Title I:

2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Learning 1

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Performance data indicates inconsistent achievement results across all grade levels and contents using multiple data points.. Root Cause: Lack of campus professional development on high level instructional strategies (depth of standards and exemplars)

District 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 2024.

School Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 54% to 85% by May 2024.

Increase the percentage of Special Education students who Meet or Exceed projected growth on MAP Growth from 31% to 60% by May 2024.

High Priority

Evaluation Data Sources: MAP Growth Results

Strategy 1: Improve the quality of tier one instruction for all students through professional development focused on training teachers to understand the rigor and complexity of grade level TEKS.

Strategy's Expected Result/Impact: 90% Students will demonstrate a year or more of growth on MAP testing.

Staff Responsible for Monitoring: Principal/AP/teachers

Title I:

2.4, 2.5, 2.6





- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

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

Problem Statements: Student Learning 2, 3

Action Step 1 Details		Reviews			
Action Step 1: Through the four PLC meetings teachers will receive training on identifying the TEKS being taught, creating a lesson that aligns and assessing with specific success criteria preidentified in order to determine if mastery is achieved by each student, Intended Audience: Teachers Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: August 2023 - September 2023 Delivery Method: PD in PLC meetings		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Strategy 2: Scheduled 6 week roster reviews with grade levels and leadership to discuss OSP student data and determine interventions.

Strategy's Expected Result/Impact: Interventions discussed and planned will be fully implemented and result in growth of a minimum of 4-5 points on MAP data from BOY

to MOY and a minimum of 4-5 points from MOY to EOY.

Staff Responsible for Monitoring: Principal/AP/Teachers

Title I:

2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning

Problem Statements: Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Provide needed intervention materials to teachers in order to fully implement what is planned in roster review meetings. Intended Audience: OSP students Provider / Presenter / Person Responsible: Principal/AP/Counselor/teachers Date(s) / Timeframe: Review Dates 9/5/23 9/25/23 10/30/23 1/9/24 2/12/24 4/15/24 Collaborating Departments: literacy and Math Funding Sources: instructional materials - Title I (211) - 211-11-6399-04E-103-30-510-000000-24F10 - \$133	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

School Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Performance data indicates inconsistant acheivement results across all grade levels and contents using multiple data points.. Root Cause: Lack of campus professional development on high level instructional strategies (depth of standards and exemplars)</p> <p>Problem Statement 2: No more than three special educations student meet on STAAR in any grade level or content. Root Cause: Master schedule and class rosters have created gaps in general education setting by limiting the access to tier one instruction.</p> <p>Problem Statement 3: An average of 47% of students are not meeting expected growth in Math and 48.5% in Reading on the MAP assessment. Root Cause: The campus has not created protocols for high quality testing enviornments that support students optimal performance.</p>

District Goal 3: CCMR

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

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from ---% to ---% by May 2024

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

High Priority

HB3 District Goal

Evaluation Data Sources: STAAR results

Strategy 1: Provide afterschool tutoring to students identified as not passing STAAR in previous years or are not on track to pass or meet in the current school year.

Strategy's Expected Result/Impact: Students that meet on STAAR will increase by 15% of 22-23 results. (TBD)





Staff Responsible for Monitoring: Principal/AP

Title I:

2.4, 2.5

Problem Statements: Demographics 2 - Student Learning 1, 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Fall and Spring tutoring will be scheduled in 6-8 week increments for students in 3rd-5th identified as not on track to pass or meet on STAAR. Intended Audience: Students identified as not on track to pass or approach STAAR Provider / Presenter / Person Responsible: Teachers/AP Date(s) / Timeframe: October2023-December 2023 January 2024-March 2024 Funding Sources: Pay for teachers extra duty to tutor - Title I (211) - 211-11-6116-04E-103-30-510-000000-24F10 - \$10,000				

Action Step 2 Details	Reviews			
Action Step 2: GT and talent pool students will receive acceleration during intervention times to ensure earning Masters on STAAR. Intended Audience: GT students Provider / Presenter / Person Responsible: AP/Librarian/classroom teachers Date(s) / Timeframe: October 2023-March 2024 Delivery Method: small group instruction Funding Sources: small group materials for instruction - Gifted & Talented (199 PIC 21) - - \$230	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: GT services are provided in a pull out setting for the 6.9% identified and therefore all students in the classroom do not benefit from exposure to high level GT rigor and instructional strategies. Root Cause: Due to GT pull out services the general education environment does not support GT students with intentionality.
Student Learning
Problem Statement 1: Performance data indicates inconsistent achievement results across all grade levels and contents using multiple data points.. Root Cause: Lack of campus professional development on high level instructional strategies (depth of standards and exemplars) Problem Statement 2: No more than three special education students meet on STAAR in any grade level or content. Root Cause: Master schedule and class rosters have created gaps in general education setting by limiting the access to tier one instruction.

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

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 10.6% to 5% by May 2024.

Evaluation Data Sources: attendance data

Strategy 1: Attendance committee will meet every 3 weeks to review absences and admin will contact parents about the significance of absences and being in class.

Strategy's Expected Result/Impact: Reduce the number of absences and increase overall attendance rate by 4%.

Staff Responsible for Monitoring: AP and attendance committee

Title I:

2.5, 2.6

Problem Statements: Perceptions 3

Strategy 2: Parent expectations meetings will be held during the first two weeks of school for every grade level.

Strategy's Expected Result/Impact: Meetings will clearly explain attendance expectations and district policy regarding attendance so that parents are fully aware of attendance requirements.

Staff Responsible for Monitoring: AP/teachers

Title I:

2.6, 4.1

- ESF Levers:

Lever 1: Strong School Leadership and Planning

Problem Statements: Perceptions 3

School Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: Campus attendance rate has increase 3% and chronic absenteeism has increased 7%. Root Cause: Parent have not had clear communication about the the impact of missed and instruction and the FWISD attendance policy.

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

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

School Performance Objective 2: Maintain the overall number of discipline referrals by school personnel at 0 by May 2023.

Maintain the number of discipline referrals by school personnel for the student group that is most marginalized on our campus at 0 by May 2023.

Evaluation Data Sources: Discipline reports

Strategy 1: Promote positive school behaviors with character read-a-louds each 6 weeks.

Strategy's Expected Result/Impact: Behavior traits in the books will be reinforced throughout the school with campus lessons, morning announcements, and recognition of students that exemplify the positive behaviors.

Staff Responsible for Monitoring: Principal/AP/Librarian

Title I:

2.5, 2.6

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: School Processes & Programs 2

Action Step 1 Details	Reviews			
Action Step 1: Purchase of character trait focused texts for classrooms to support 6 week read-a-louds and lesson in the classroom. Intended Audience: Students campus wide Provider / Presenter / Person Responsible: Principal Date(s) / Timeframe: August 2023 - April 2024 Collaborating Departments: Library Delivery Method: Whole group to campus Funding Sources: Character texts for each classroom - Title I (211) - 211-11-6329-04E-103-30-510-000000-24F10 - \$2,013.42	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Campus tracking of academic and behavioral interventions is inconsistent. Root Cause: Administration has not set a clear expectations for how interventions should be logged and tracked.

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

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

School Performance Objective 3: Maintain the number of in and out of school suspensions for African American students on our campus at 0% by May 2024.

Strategy 1: Discipline committee will meet each 6 weeks to review discipline data and ensure that behavior supports are planned to eliminate suspensions.

Strategy's Expected Result/Impact: Keep campus current suspension rate under 5 total for all populations in the 23-24 school year.

Staff Responsible for Monitoring: AP/Principal

Title I:

2.4, 2.6

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Learning 4 - Perceptions 3

School Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: 38% of student in the fall and 33% in the spring, report not being in the optimal learning zone according to Rhithm data. Root Cause: Teachers and classrooms do not have the training or tools to address current social and emotional needs of students.
Perceptions
Problem Statement 3: Campus attendance rate has increase 3% and chronic absenteeism has increased 7%. Root Cause: Parent have not had clear communication about the the impact of missed and instruction and the FWISD attendance policy.

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

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

School Performance Objective 4: Create safe classroom environments**High Priority****Strategy 1:** Provide sensory and cool off spaces in classrooms.

Strategy's Expected Result/Impact: Spaces will be created in classrooms to allow students to cool down and/or refocus when needed in order to limit time out of the room or off task.

Staff Responsible for Monitoring: Classroom teachers/AP





Title I:

2.5, 2.6

- ESF Levers:

Lever 3: Positive School Culture

Problem Statements: Student Learning 4

Action Step 1 Details		Reviews			
Action Step 1: Purchase of sensory materials that promote calming and release in order to refocus students in the classroom. Bulletin boards to delineate the space. Intended Audience: Students Provider / Presenter / Person Responsible: Principal/AP Date(s) / Timeframe: August 23 - May 24 Delivery Method: PD to teachers Funding Sources: Materials for cool down and sensory release - Title I (211) - 211-11-6399-04E-103-30-510-000000-24F10 - \$1,867		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

School Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 4: 38% of student in the fall and 33% in the spring, report not being in the optimal learning zone according to Rhithm data. Root Cause: Teachers and classrooms do not have the training or tools to address current social and emotional needs of students.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	1	Substitutes for testing	Subs for supplemental instruction	211-11-6112-04E-103-30-510-000000-24F10	\$5,000.00
1	1	2	1	Headphones	Supplies and materials for instructional use	211-11-6399-04E-103-30-510-000000-24F10	\$5,000.00
1	2	1	1	Substitutes for classroom coverage on planning days	Subs for professional development	211-11-6112-0PD-103-30-510-000000-24F10	\$9,000.00
1	2	2	1	paper, letter manipulatives, note cards	Supplies and materials for instructional use	211-11-6399-04E-103-30-510-000000-24F10	\$2,000.00
1	2	3	1	Program license	Contracted instructional services	211-11-6299-04E-103-30-510-000000-24F10	\$6,000.00
1	2	3	2	Registration and travel	Travel for Librarian (PD)	211-12-6411-04E-103-30-510-000000-24F10	\$2,000.00
1	2	3	3	Purchase of library books	Reading materials for library use	211-12-6329-04E-103-30-510-000000-24F10	\$6,000.00
1	2	3	4	Sets of Novels	Supplies and materials for instructional use	211-11-6399-04E-103-30-510-000000-24F10	\$7,000.00
2	3	2	1	instructional materials	Supplies and materials for instructional use	211-11-6399-04E-103-30-510-000000-24F10	\$133.00
3	1	1	1	Pay for teachers extra duty to tutor	Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-103-30-510-000000-24F10	\$10,000.00
4	2	1	1	Character texts for each classroom	Reading materials for classroom use	211-11-6329-04E-103-30-510-000000-24F10	\$2,013.42
4	4	1	1	Materials for cool down and sensory release	Supplies and materials for instructional use	211-11-6399-04E-103-30-510-000000-24F10	\$1,867.00
Sub-Total							\$56,013.42
Budgeted Fund Source Amount							\$56,013.42
+/- Difference							\$0.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	1	1	3	charging stations	Supplies and materials for instructional use	199-11-6399-001-103-24-313-000000-	\$5,304.00
Sub-Total							\$5,304.00
Budgeted Fund Source Amount							\$5,304.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	4	1	Payment to Museum	Family Science Night	211-61-6299-04L-103-30-510-000000-24F10	\$900.00
1	2	4	2	Purchase Charlotte's Web books	Other Reading Materials for parental involvement	211-61-6329-04L-103-30-510-000000-24F10	\$812.00
Sub-Total							\$1,712.00
Budgeted Fund Source Amount							\$1,712.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	1	1	2	small group materials for instruction	GENERAL SUPPLIES		\$230.00
Sub-Total							\$230.00
Budgeted Fund Source Amount							\$230.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	2	2	1	SPED instructional materials	INSTRUCTIONAL MATERIALS		\$4,883.00
Sub-Total							\$4,883.00
Budgeted Fund Source Amount							\$4,883.00
+/- Difference							\$0.00

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Grand Total Budgeted							\$68,142.42
Grand Total Spent							\$68,142.42
+/- Difference							\$0.00

Addendums

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.

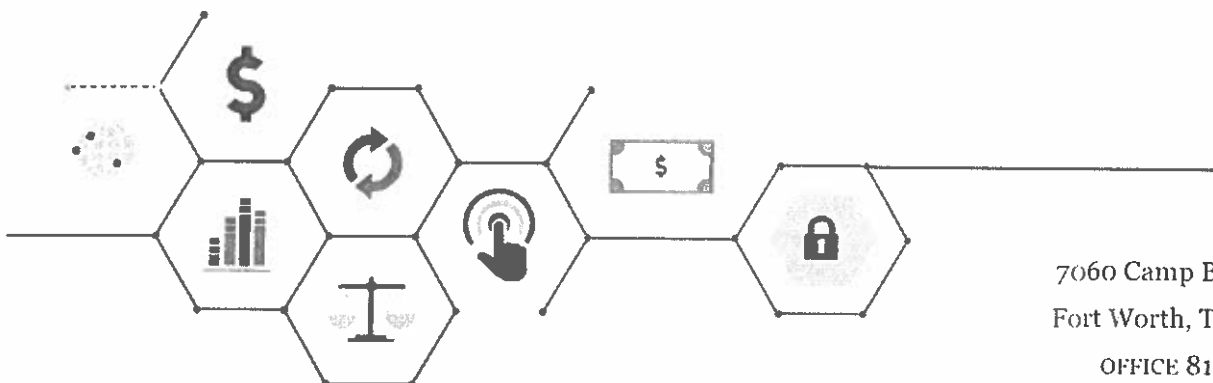
I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print): Crystal Horton

Employee Signature: Crystal Horton Date: 9-25-23

Supervisor Signature: Omilia Cruz Date: 9-20-23



7060 Camp Bowie Blvd.
Fort Worth, Texas 76116
OFFICE 817.814.2291

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

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Professional pay rate: \$35 per hour

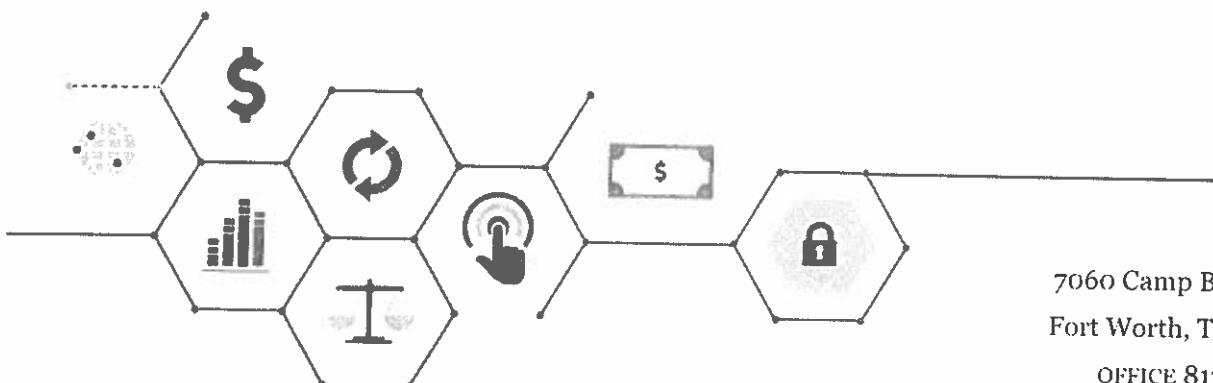
Employee Name (please print): Kelby Duncan

Employee Signature: Kelby Duncan

Date: 9-25-23

Supervisor Signature: Michele Ortiz

Date: 9-20-23



7060 Camp Bowie Blvd.
Fort Worth, Texas 76116
OFFICE 817.814.2291

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

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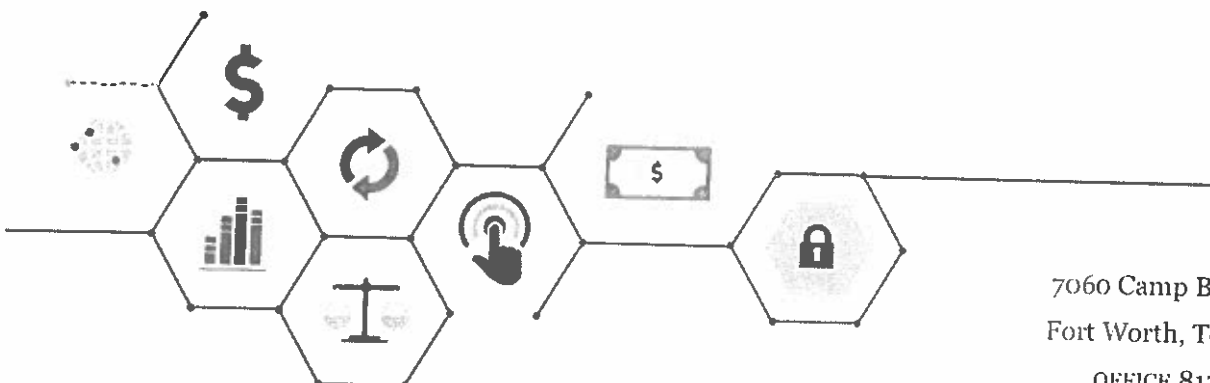
I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print): Katie Yelvington

Employee Signature: Katie Yelvington Date: 9-22-23

Supervisor Signature: Michelle Ortiz Date: 9-20-23



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):

Mattie Lee

Employee Signature:

Mattie Lee

Date:

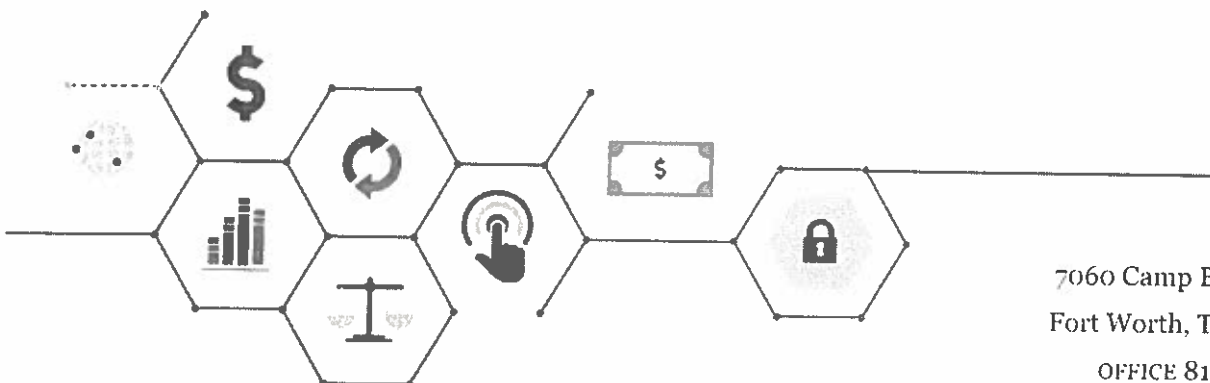
9/25/23

Supervisor Signature:

Mattie Ortiz

Date:

9.20.23



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):

Summer Fargason Jean

Employee Signature:

Summer Fargason

Date:

9.25.23

Supervisor Signature:

Omithi Ortiz

Date:

9.20.23



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):

Amanda B. Libby

Employee Signature:

[Signature]

Date:

9/25/23

Supervisor Signature:

[Signature]

Date:

9.20.23



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): Delaney Daly

Employee Signature: Delaney Daly Date: 9/25/23

Supervisor Signature: Omilia Cruz Date: 9.20.23



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):

Michelle Perry

Employee Signature:

Michelle Perry

Date:

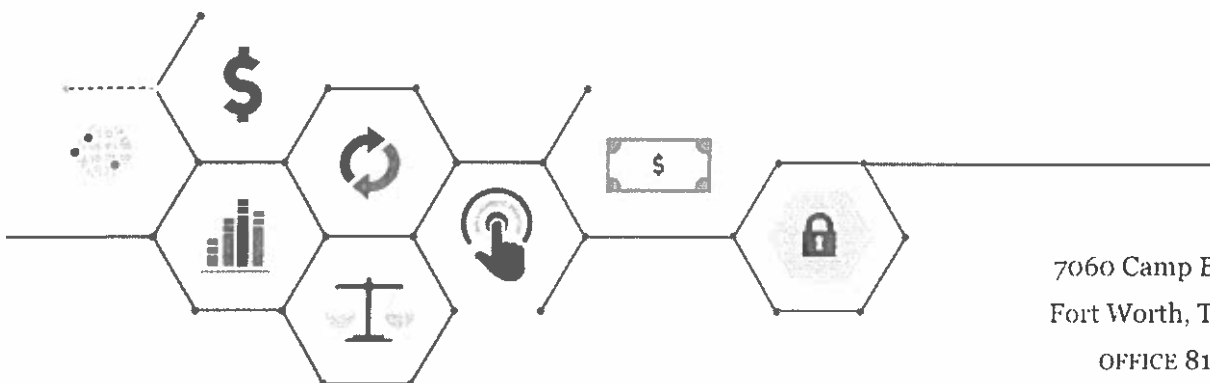
9/22/23

Supervisor Signature:

Omithi Ortiz

Date:

9.20.23



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

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

Professional pay rate: \$35 per hour

Employee Name (please print):

Lisa Murray

Employee Signature:

Lisa Murray

Date:

9-25-23

Supervisor Signature:

Michelle Ortiz

Date:

9-20-23



7060 Camp Bowie Blvd.

Fort Worth, Texas 76116

OFFICE 817.814.2291

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):

Suzette Y Musenda

Employee Signature:

Suzette Y Musenda

Date:

9/25/23

Supervisor Signature:

Omide Olatunji

Date:

9.20.23



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

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

Professional pay rate: \$35 per hour

Employee Name (please print):

Karissa Mills

Employee Signature:

K Mills

Date:

9-25-23

Supervisor Signature:

Michelle Ortiz

Date:

9-20-23



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):

Sherree Hayden

Employee Signature:

Sherree Hayden

Date:

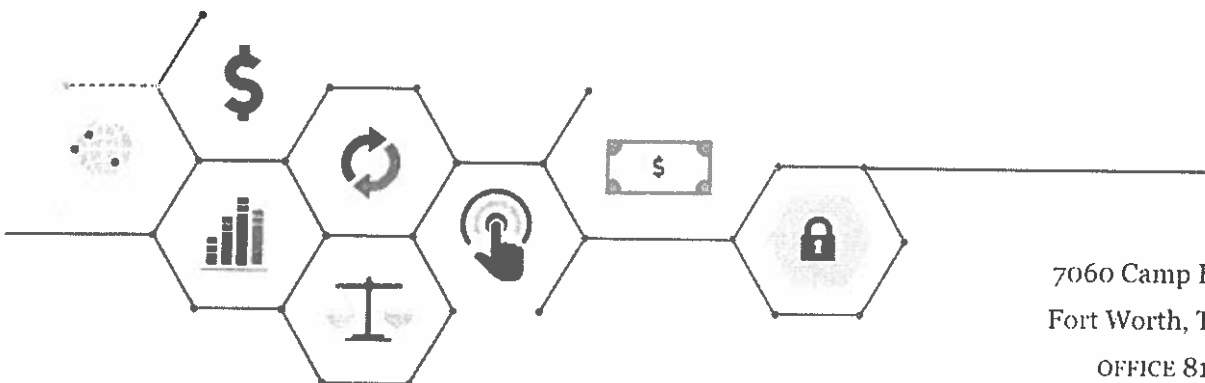
9-25-23

Supervisor Signature:

Omilia Ortiz

Date:

9-20-23



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): Ava Moreno

Employee Signature: Ava Moreno Date: 9/25/2023

Supervisor Signature: Omilia Ortiz Date: 9.20.23

