

Fort Worth Independent School District

116 Lily B Clayton Elementary School

2023-2024 Improvement Plan

Accountability Rating: B



Mission Statement

Lily B. Clayton, in partnership with parents and community, will provide a nurturing environment dedicated to integrity, citizenship and developing each child's academic potential.

Vision

Every child... Every day!

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Comprehensive Needs Assessment

Revised/Approved: April 24, 2023

Demographics

Demographics Summary

Lily B Clayton was established in 1921 and was named after Lily B Clayton, a beloved Math and Latin high school teacher. It was the first school in Fort Worth ISD named after a woman. Lily B Clayton sits in the middle of a neighborhood nestled between the Fort Worth Zoo and the hospital district. Lily B Clayton is a Title 1 school that currently educates about 500 students. The enrollment has declined over the past few years due to a couple of factors including the Covid 19 outbreak, declining birthrate in Fort Worth as well as the opening of new charter schools in the city. The chart below follows the attendance rate, ethnic breakdown of the students, percentage of students participating in different programs, and mobility rate. The table also shows the number of teachers with the years of experience and the average years of teaching for the past 5 years.

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Students					
Enrollment	559	546	543	489	488
AA	3.9%	4%	4.6%	6.3%	8.4%
Hispanic %	44.5%	45%	44.9%	43.6%	41.6%
White %	48.7%	48%	47.7%	46.4%	45.5%
Economically Dis %	32.6%	44%	38.5%	43.1%	45.7%
Mobility Rate %	3.6%	3.50%	5.2%	5.2%	8.7%
Attendance Rate %	96.5%	96.6%	98.6%	95.9%	
Bil/ESL program %	35.1%	36.3%	32.6%	28.8%	26.2%
GT %	16.5%	16.1%	19%	18.2%	13.7%
Sp Ed %	4.5%	4.0%	6.4%	7.4%	8.6%

The stakeholders at Lily B Clayton include: teachers, parents, community members, administrators and students. We involve stakeholders through our PTA, SBDM, and campus committees.

Demographics Strengths

Lily B Clayton is a school comprised of strong culture and traditions. We have programs at the school that meet the needs of our students including: gifted and talented, special education, dual language and dyslexia. We also provide students with a strong arts background that includes music programs at every grade level, participation in Arts Google and Cultural Arts Day. The PTA also provides our students with the opportunity to participate in after school activities like ballet, soccer, Spanish and legos. The PTA also supports the schools in a variety of ways including: extra funds for every teacher, outdoor spaces, and additional professional development opportunities for the staff. Our students regularly participate in Science Fair History Fair, UIL competition and Readers Become Leaders reading competition. Many of our school winners are also recognized for their work at the district level too.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a gap in all three achievement levels of STAAR scores in both reading and math between white students and students of color. The gap in reading is between 7% points to 43% points for Hispanic students. The gap for African American students in reading is 30% points-61% points. In math the gap for Hispanic students is between 29%-40% and for African American students is between 24%-61%. **Root Cause:** There is need for additional professional development to support teacher practices that have a positive impact on student achievement.

Problem Statement 2 (Prioritized): Attendance rates for all students is about 96% in the previous 5 years with a decline in the 2021 school year to 95.9% **Root Cause:** The school has a system to recognize individual and classroom attendance but did not have a consistent system to address chronic absenteeism.

Student Learning

Student Learning Summary

Lily B students perform above district and state averages on the State of Texas Assessment of Academic Readiness. Using the school TAPR report and the school report card, the scores are listed in the chart below. No scores are listed for the 2020 academic year due to the nation wide COVID 19 shut down of schools. Additionally, growth scores do not exist for the 2021 school year because students did not take the test in 2020.

	Approaches				Meets				Masters			
Reading	2018	2019	2021	2022	2018	2019	2021	2022	2018	2019	2021	2022
3rd grade	90%	91%	84%	79%	62%	64%	66%	59%	43%	58%	31%	37%
4th grade	83%	87%	76%	80%	62%	60%	52%	65%	45%	35%	34%	35%
5th grade	84%	91%	84%	86%	66%	71%	67%	70%	42%	56%	52%	49%
combined	86%	90%	81%	82%	63%	65%	62%	65%	43%	49%	40%	41%

	Approaches				Meets				Masters			
Math	2018	2019	2021	2022	2018	2019	2021	2022	2018	2019	2021	2022
3rd grade	87%	88%	78%	70%	56%	60%	48%	47%	29%	27%	22%	21%
4th grade	82%	79%	73%	72%	55%	49%	49%	48%	32%	30%	34%	26%
5th grade	87%	90%	74%	85%	51%	67%	56%	62%	32%	47%	26%	35%
combined	85%	85%	75%	76%	54%	59%	51%	53%	31%	35%	27%	27%

	Approaches				Meets				Masters			
Science	2018	2019	2021	2022	2018	2019	2021	2022	2018	2019	2021	2022
5th grade	71%	80%	73%	78%	50%	56%	43%	55%	20%	32%	19%	35%

	Academic Growth Scores			
	2018	2019	2021	2022
Reading	76	81		80

	Academic Growth Scores			
Math	78	74		75
Both subj	77	77		78

As the data indicates through a look of subgroups, the gap in passing rate between white students and our Hispanic and African American students is significant in all areas, as well as the scores between our economically disadvantaged students and our non-economically disadvantaged students. Another noticing in the data is that students score better in reading than math on the state assessment.

	Approaches				Meets				Masters			
Reading	2018	2019	2021	2022	2018	2019	2021	2022	2018	2019	2021	2022
Overall	86%	90%	81%	82%	63%	65%	62%	65%	43%	49%	40%	41%
AA	89%	82%	81%	74%	56%	36%	50%	47%	56%	27%	19%	26%
Hispanic	74%	82%	66%	73%	45%	46%	38%	47%	22%	29%	24%	25%
White	97%	97%	95%	97%	82%	86%	83%	90%	65%	69%	58%	32%
Econ. Dis	73%	82%	65%	68%	42%	41%	34%	42%	17%	24%	21%	22%

	Approaches				Meets				Masters			
Math	2018	2019	2021	2022	2018	2019	2021	2022	2018	2019	2021	2022
Overall	85%	85%	75%	76%	54%	59%	51%	53%	31%	35%	27%	27%
AA	*	55%	63%	68%	*	9%	25%	16%	*	0%	6%	11%
Hispanic	74%	76%	54%	63%	33%	41%	24%	37%	16%	19%	11%	13%
White	96%	96%	93%	92%	76%	78%	78%	77%	49%	50%	45%	46%
Econ. Dis	68%	71%	56%	60%	30%	32%	28%	29%	12%	17%	14%	9%
	* indicates results are masked due to small numbers to protect student confidentiality											

Looking at the MAP data MOY Achievement Math for the 2022 and 2023 all grade levels are above the 50th median percentile. Looking at cohort data, every grade level has increased except 4th grade. Please refer to the chart that is attached.

	WINTER 2021-2022 ACHIEVEMENT						WINTER 2022-2023 ACHIEVEMENT						
Grade	Median Percentile	Achievement Percentiles					Median Percentile	Achievement Percentiles					Number of Students ¹
Grade 1	56th	20%	17%	20%	21%	22%	53rd	13%	25%	22%	27%	13%	60
Grade 2	56th	11%	22%	19%	30%	18%	67th	13%	21%	12%	27%	27%	67
Grade 3	75th	15%	9%	13%	24%	39%	58th	15%	18%	20%	22%	25%	67
Grade 4	55th	21%	14%	16%	13%	36%	58th	19%	18%	21%	25%	17%	67
Grade 5	65th	15%	10%	20%	25%	30%	62nd	10%	12%	25%	31%	22%	60

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

The achievement comparison in reading for the MOY MAP from 2022 to MOY 2023 shows increases in the median percentile in all grade levels with the greatest increase in our current third grade scores.

	WINTER 2021-2022 ACHIEVEMENT						WINTER 2022-2023 ACHIEVEMENT						
Grade	Median Percentile	Achievement Percentiles					Median Percentile	Achievement Percentiles					Number of Students ¹
Grade 1	59th	5	29%	19%	25%	22%	56th	17%	13%	24%	22%	24%	59
Grade 2	56th	14%	18%	20%	21%	27%	60th	11%	12%	29%	21%	27%	66
Grade 3	52nd	19%	14%	22%	28%	17%	65th	19%	8%	18%	30%	25%	67
Grade 4	62nd	17%	16%	16%	24%	27%	56th	18%	21%	14%	25%	22%	67
Grade 5	69th	8%	12%	17%	38%	25%	70th	3	10%	23%	25%	39%	60

Percentiles Key: ● 1st to 20th ● 21st to 40th ● 41st to 60th ● 61st to 80th ● >80th

Student Learning Strengths

Lily B Clayton students overall out preform the district, region and the state averages on the STAAR test each year. The students continue to

be successful on state assessments even through the Covid-19 pandemic. On MAP our students median achievement is above the 50% percentile in both reading and math in every grade level. The number of students that we serve in Special Education has almost doubled over the last 5 years so we are able to meet students' needs.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Only 77% of white students, 37% of Hispanic students and 16% of African American students met the math STAAR standard on the 2022 STAAR test. **Root Cause:** Systems to monitor student progress is not consistently implemented.

Problem Statement 2 (Prioritized): 13% to 39% of students are achieving below the 40th median percentile in reading on 2023 middle of year MAP scores. **Root Cause:** Build capacity of teacher alignment in reading instruction and students need additional time and opportunities to master basic reading skills.

School Processes & Programs

School Processes & Programs Summary

Lily B Clayton is fortunate to employ highly qualified teachers that meet the program needs of the school. The school has a 2 way Dual Language program that attracts staff and families to the school. There are 4 classrooms at each grade level and one of the classrooms at each grade level is a 2 way Dual Language classroom. The two Pre-Kindergarten classes are a full day program. Each Pre-Kindergarten classrooms have an assistant to support the classrooms.

We have two full time special education teachers and two full time special education assistants. Additionally, we have two full time dyslexia teachers that work with students who are identified with dyslexia but also support students who are struggling with phonemic awareness and basic phonic skills.

The MTSS (Multi Tier Systems of Support) process allows teachers to identify students who are not making adequate progress academically and/or behaviorally. We have created digital forms that teachers use to identify which students need to go through the MTSS process. We use Branching Minds to document interventions of our Tier 2 and Tier 3 students.

Implementation of Professional Learning Communities this year has helped teachers collaborate on curriculum, student work, data and state standards. PLCs met regularly from November to May. Additionally grade levels plan together to meet the needs of students.

The Leadership Team consisting of the principal, assistant principal, data analyst, instructional coach and counselor meet weekly to discuss the calendar, faculty meetings, students, staff, professional development, classroom trends, and student success data.

The Instructional Leadership team consists of 4 classroom teachers and the principal. The ILT meets once each month to discuss topics that need to be addressed. The develop processes and present trainings at faculty meetings. The Instructional Leadership team helped to completely rework the MTSS process this year.

School Processes & Programs Strengths

Through our MTSS process, we have been able to identify many of our dyslexia students and those students are receiving Neuhaus support daily through two full time dyslexia teachers.

This is the first complete year of a fully staffed leadership team. The team has been able to meet the instructional needs of teachers, provide updated communication to all stake holders and support students academically and behaviorally.

The faculty and staff receive a newsletter, The Buzz, every week from the Leadership team that highlights upcoming events, the calendar for the week and positive things going on in the school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Teachers do not feel completely comfortable or knowledgeable with the new Eureka and Amplify curriculum **Root Cause:** Teachers need additional professional development and time to plan around the curriculum.

Problem Statement 2 (Prioritized): Professional Learning Community meetings were not consistent and teachers did not have enough time to plan around the curriculum or review student data consistently and communicate with parents. **Root Cause:** Professional learning communities, faculty meetings, student data reviews, and parent conferences were not calendared out ahead of time.

Perceptions

Perceptions Summary

Lily B Clayton's vision statement is Lily B. Clayton, in partnership with parents and community, will provide a nurturing environment dedicated to integrity, citizenship and developing each child's academic potential and our mission statement is Every Child, Every Day.

Lily B Clayton is known as "Sweet Lily B". Lily B Clayton is a Title 1 campus with a reputation for being a great community elementary school with high academic standards and involved, supportive parents.

Lily B Clayton has a PTA and many volunteer opportunities for parents and community members. The PTA has 2 large fund raisers each year, a walk-a-thon in the fall and an auction in the spring. They pour this money back into the classrooms as well as provide improvements to the school.

The attendance rate for the 2022-23 school year was for all students, 99.0% for white students, 98.2% for Hispanic students, 98.0% for African American students, 97.9% for students being served in Special Education, 98.6% for ELLs, and 98.3% for the economically disadvantaged students. There is not a great discrepancy in the attendance rate for any one population.

The school does not have many discipline referrals over the course of the year. Currently we have one student with multiple referrals and a couple of students with one referral. We are fortunate to not have significant discipline issues.

The school has little turnover rate with only 2 teachers leaving at the end of the 2022-2023 school year. Staff absences this year are mostly related to the Covid-19 restrictions but over the years the teaching staff does not take many absences and is present when the students are at school.

Teachers	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Beginning	1	1	0	3	2
1-5 years	2	5	5	5	7
6-10 years	8	4	6	4	15
11-20 years	12	15	12	15	2
more than 20 years	8	9	9	5	2
Average	14.6	15.2	15.1	12.9	12.9

Perceptions Strengths

Lily B Clayton has a great reputation in the community and in Fort Worth for having a strong academic program and a "sweet" community of students, teachers and parents. The PTA is strong and supports the school in many ways to enhance the learning of students during and after school.

Overall, the turnover rate for the regular program teachers is low and the school retains teachers from year to year.

There are many volunteers with numerous volunteer hours that help in the library, classrooms and ensure the safety of our school on a daily basis.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Staff retention declined during the COVID 19 pandemic. **Root Cause:** Lack of designated mentors and targeted professional development for staff new to the school and to the profession.

Problem Statement 2 (Prioritized): Character curriculum has not been fully implemented this year. **Root Cause:** Lack of monitoring and late start in the 7 Mindsets program.

Priority Problem Statements

Problem Statement 1: Only 77% of white students, 37% of Hispanic students and 16% of African American students met the math STAAR standard on the 2022 STAAR test.

Root Cause 1: Systems to monitor student progress is not consistently implemented.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 13% to 39% of students are achieving below the 40th median percentile in reading on 2023 middle of year MAP scores.

Root Cause 2: Build capacity of teacher alignment in reading instruction and students need additional time and opportunities to master basic reading skills.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a gap in all three achievement levels of STAAR scores in both reading and math between white students and students of color. The gap in reading is between 7% points to 43% points for Hispanic students. The gap for African American students in reading is 30% points-61% points. In math the gap for Hispanic students is between 29%-40% and for African American students is between 24%-61%.

Root Cause 3: There is need for additional professional development to support teacher practices that have a positive impact on student achievement.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Attendance rates for all students is about 96% in the previous 5 years with a decline in the 2021 school year to 95.9%

Root Cause 4: The school has a system to recognize individual and classroom attendance but did not have a consistent system to address chronic absenteeism.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Professional Learning Community meetings were not consistent and teachers did not have enough time to plan around the curriculum or review student data consistently and communicate with parents.

Root Cause 5: Professional learning communities, faculty meetings, student data reviews, and parent conferences were not calendared out ahead of time.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Staff retention declined during the COVID 19 pandemic.

Root Cause 6: Lack of designated mentors and targeted professional development for staff new to the school and to the profession.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Teachers do not feel completely comfortable or knowledgeable with the new Eureka and Amplify curriculum

Root Cause 7: Teachers need additional professional development and time to plan around the curriculum.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Character curriculum has not been fully implemented this year.

Root Cause 8: Lack of monitoring and late start in the 7 Mindsets program.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- 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
- T-TESS data

Parent/Community Data

- Parent engagement rate

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

District Goals

Revised/Approved: June 28, 2023

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 58% to 70% by August 2024.

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 86% to 90% by May 2024.

*Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 79% to 84% by May 2024.

Evaluation Data Sources: Circle Phonological Awareness

Strategy 1: Improve the quality of Tier 1 instruction in the Pre Kindergarten classrooms.

Strategy's Expected Result/Impact: Students will be provided engaging curriculum that allows them to progress in phonological skills.

Staff Responsible for Monitoring: Administration

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: PreKindergarten teachers will attend at least 3 hours of professional development on the PreKindergarten state guidelines. Intended Audience: Pre-Kindergarten teachers Provider / Presenter / Person Responsible: Administration Date(s) / Timeframe: All year Collaborating Departments: Early Childhood Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Pre-Kindergarten teachers will attend data meetings 2x a year (after fall and winter CLI) to analyze CLI Engage results. Intended Audience: Pre-Kindergarten teachers Provider / Presenter / Person Responsible: Data Analyst, Administrators Date(s) / Timeframe: October and February Collaborating Departments: ADQ and Early Childhood Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 13% to 39% of students are achieving below the 40th median percentile in reading on 2023 middle of year MAP scores. Root Cause: Build capacity of teacher alignment in reading instructiona and students need additional time and opportunities to master basic reading skills.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 58% to 70% by August 2024.

School Performance Objective 2: *Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 70% to 75% by May 2024.

*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 26% to 31% by May 2024.

*Increase the percentage of Economically Disadvantaged students from 26% to 31% by May 2023.

Evaluation Data Sources: MAP Fluency

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students using the grade level standards and the FWISD Instructional Framework to ensure rigorous instruction, checks for understanding and adjustments of instruction are occurring daily.

Strategy's Expected Result/Impact: Growth in reading scores

Staff Responsible for Monitoring: Administration, Instructional coach, data analyst

Title I:





2.4

- ESF Levers:

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

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Grade level teachers will meet in PLCs twice each month to engage in planning conversations, data reviews and student work reviews Intended Audience: Kindergarten-3rd grade teachers Provider / Presenter / Person Responsible: Administration, Data Analyst, Instructional Coach Date(s) / Timeframe: August 2022-May 2023 Collaborating Departments: Content departments Delivery Method: In person				

Action Step 2 Details	Reviews			
Action Step 2: Reading teachers will meet to verically plan 3 times during the school year. Intended Audience: K-5 reading teachers Provider / Presenter / Person Responsible: Administration/Instructional Coach Date(s) / Timeframe: August, November, February Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 13% to 39% of students are achieving below the 40th median percentile in reading on 2023 middle of year MAP scores. Root Cause: Build capacity of teacher alignment in reading instructiona and students need additional time and opportunities to master basic reading skills.
School Processes & Programs
Problem Statement 1: Teachers do not feel completely comfortable or knowledgable with the new Eureka and Amplify curriculum Root Cause: Teachers need additional professional development and time to plan around the curriculum.

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 58% to 70% by August 2024.

School Performance Objective 3: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 57% to 65% by May 2024.

*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 27% to 32% by May 2024.

*Increase the percentage of Economically Disadvantaged students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 48% to 53% by May 2024.

Evaluation Data Sources: MAP data reports

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students using the grade level standards and the FWISD Instructional Framework to ensure rigrous instruction, checks for understanding and adjustments of instruction are occuring daily.

Strategy's Expected Result/Impact: Increase in growth in MAP reading scores

Staff Responsible for Monitoring: Admin/Instructional Coach

Title I:





2.4

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: K-5 grade level teachers will meet in PLCs twice each month to engage in planning conversations, data reviews and student work reviewsTeachers Intended Audience: K-5 Teachers Provider / Presenter / Person Responsible: Data Analyst, Instructional Coach, Admin Date(s) / Timeframe: August 2022-May 2023 Collaborating Departments: ELA Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: K-5 Reading teachers will attend training on the implementation of small groups during reading instruction. Intended Audience: Reading teachers Provider / Presenter / Person Responsible: Instructional Coach/ELA dept/Amplify Date(s) / Timeframe: Fall semester Collaborating Departments: ELA Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Monitor the usage of Core 5 by students Intended Audience: Students Provider / Presenter / Person Responsible: Instructional Coach, Admin Date(s) / Timeframe: August 2023-May 2024 Collaborating Departments: Reading department Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Ensure direct and explicit instruction occur daily through the implementation of the FWISD literacy framework through planning, appropriate materials and extended learning opportunities.

Strategy's Expected Result/Impact: Reading growth will increase and students will meet their MAP reading Growth goals.

Staff Responsible for Monitoring: Admin., teachers, instructional coach, data analyst

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Teachers will provide Tier 2 and Tier 3 instruction after school in small groups for students who are struggling to meet grade level standards Intended Audience: Students that need Tier 2 and Tier 3 interventions Provider / Presenter / Person Responsible: Admin, teachers Date(s) / Timeframe: Oct. 2023-May 2024 Delivery Method: In person Funding Sources: - Title I (211) - 211-11-6116-04E-116-30-510-000000-24F10 - \$4,000, - Title I (211) - 211-11-6399-04E-116-30-510-000000-24F10 - \$3,000, - BEA (199 PIC 25) - 199-13-6116-001-116-25-313-000000 - \$1,547	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Ensure all student have access to classroom instrucional supplies and materials necessary Intended Audience: All students Provider / Presenter / Person Responsible: Admin, secretary Date(s) / Timeframe: Aug. 2023-May 2024 Delivery Method: In person Funding Sources: - Title I (211) - 211-11-6399-04E-116-30-510-000000-24F10 - \$5,000, - SCE (199 PIC 24) - 199-11-6399-001-116-24-313-000000- - \$1,913, - SPED (199 PIC 23) - - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Provide push in tutoring during the day to students who need additional support Intended Audience: Tier 2 and Tier 3 students Provider / Presenter / Person Responsible: Admininstration Date(s) / Timeframe: Sept 2023-May 2024 Delivery Method: In person Funding Sources: - Title I (211) - 211-11-6117-04E-116-30-510-000000-24F10 - \$10,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: There is a gap in all three achievement levels of STAAR scores in both reading and math between white students and students of color. The gap in reading is between 7% points to 43% points for Hispanic students. The gap for African American students in reading is 30% points-61% points. In math the gap for Hispanic students is between 29%-40% and for African American students is between 24%-61%. **Root Cause:** There is need for additional professional development to support teacher practices that have a positive impact on student achievement.

Student Learning

Problem Statement 2: 13% to 39% of students are achieving below the 40th median percentile in reading on 2023 middle of year MAP scores. **Root Cause:** Build capacity of teacher alignment in reading instruction and students need additional time and opportunities to master basic reading skills.

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: Increase the percentage of PK students who score On Track on Circle Math from 80% to 85% by May 2024.
Increase the percentage of Economically Disadvantaged students from 63% to 68% by May 2024.

Evaluation Data Sources: Circle Math

Strategy 1: Pre-Kindergarten teachers will implement Creative Curriculum

Strategy's Expected Result/Impact: There will be an increase in the PK students who meet on standard expectations.

Staff Responsible for Monitoring: Admin, Data analyst

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Student Learning 1, 2

Action Step 1 Details	Reviews			
Action Step 1: PreK teachers will attend data meetings 2x a year (after fall and winter CLI) to analyze CLI data results Intended Audience: PK teachers Provider / Presenter / Person Responsible: Pk teachers and Data Analyst Date(s) / Timeframe: October and February Collaborating Departments: Early Childhood Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: PK teachers will attend at least 3 hours of professional development for new state guidelines Intended Audience: PK teachers Provider / Presenter / Person Responsible: Teachers, Admin	Formative			Summative
	Nov	Jan	Mar	June

Date(s) / Timeframe: Fall 2023 Collaborating Departments: Early Childhood Delivery Method: In person					
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>					

School Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Only 77% of white students, 37% of Hispanic students and 16% of African American students met the math STAAR standard on the 2022 STAAR test. Root Cause: Systems to monitor student progress is not consistently implemented.</p> <p>Problem Statement 2: 13% to 39% of students are achieving below the 40th median percentile in reading on 2023 middle of year MAP scores. Root Cause: Build capacity of teacher alignment in reading instructiona and students need additional time and opportunities to master basic reading skills.</p>

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 Kinder students who score On Track on MAP from 72% to 77% by May 2024.
Increase the percentage of Economically Disadvantaged students from 63% to 68% by May 2024.

Evaluation Data Sources: MAP data

Strategy 1: Ensure PLCs meet twice a month to discuss planning, data , and student work to ensure implementation of FWISD instructional frameworks, rigorous lessons, and assessments are aligned to state standards for all students

Strategy's Expected Result/Impact: There will be an increase in kindergarten student math growth scores on MAP

Staff Responsible for Monitoring: Admin, Instructional coach, data analyst

Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math





- ESF Levers:

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

- Targeted Support Strategy

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

Action Step 1 Details	Reviews			
Action Step 1: Plan PLCs twice monthly to review student data, Eureka lessons, and state standards Intended Audience: teachers Provider / Presenter / Person Responsible: Admin, Data Analyst, Instructional Coach Date(s) / Timeframe: Aug 2023-May 2024 Collaborating Departments: Math Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Monitor the usage of Dream Box for Kindergarten classrooms to ensure they meet district expectations Intended Audience: Teachers Provider / Presenter / Person Responsible: Instructional Coach Date(s) / Timeframe: September 2023-May 2024 Collaborating Departments: Math Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a gap in all three achievement levels of STAAR scores in both reading and math between white students and students of color. The gap in reading is between 7% points to 43% points for Hispanic students. The gap for African American students in reading is 30% points-61% points. In math the gap for Hispanic students is between 29%-40% and for African American students is between 24%-61%. Root Cause: There is need for additional professional development to support teacher practices that have a positive impact on student achievement.
Student Learning
Problem Statement 1: Only 77% of white students, 37% of Hispanic students and 16% of African American students met the math STAAR standard on the 2022 STAAR test. Root Cause: Systems to monitor student progress is not consistently implemented.
School Processes & Programs
Problem Statement 1: Teachers do not feel completely comfortable or knowledgeable with the new Eureka and Amplify curriculum Root Cause: Teachers need additional professional development and time to plan around the curriculum. Problem Statement 2: Professional Learning Community meetings were not consistent and teachers did not have enough time to plan around the curriculum or review student data consistently and communicate with parents. Root Cause: Professional learning communities, faculty meetings, student data reviews, and parent conferences were not calendared out ahead of time.

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 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 57% to 65% by May 2024

Increase the percentage of Economically Disadvantaged from 54% to 60% by May 2024.

Evaluation Data Sources: MAP data reports

Strategy 1: Ensure students are meeting the state standards for their grade level through rigorous lessons design, aligned assessments and implementation of district required resources .

Strategy's Expected Result/Impact: Students scores on MAP math growth will increase

Staff Responsible for Monitoring: Admin, instructional coach

Title I:

2.4

Problem Statements: Demographics 1 - Student Learning 2

Action Step 1 Details	Reviews			
Action Step 1: Teachers will meet in PLCs twice a month to lesson plan, review student data, student work and ensure alignment between standards, instruction and assessment Intended Audience: K-5 math teachers Provider / Presenter / Person Responsible: Admin, instructional coach, data analyst Date(s) / Timeframe: Aug. 2023-May 2024 Collaborating Departments: math Delivery Method: in person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Monitor student usage of Dream Box to ensure students are meeting district requirements. Intended Audience: students Provider / Presenter / Person Responsible: Instructional Coach Date(s) / Timeframe: Sept. 2023-May 2024 Collaborating Departments: Math Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Ensure math teachers have the materials needed to implement effective math instruction in the classroom. Intended Audience: math teachers Provider / Presenter / Person Responsible: Admin, instructional coach Date(s) / Timeframe: Aug 2023-March 2024 Collaborating Departments: math Delivery Method: in person Funding Sources: - Title I (211) - 211-11-6399-04E-116-30-510-000000-24F10 - \$5,000, - SCE (199 PIC 24) - 199-11-6399-001-116-24-313-000000- - \$3,000, - SPED (199 PIC 23) - - \$1,167, - Gifted & Talented (199 PIC 21) - - \$1,094	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Math teachers will vertically plan together 3 times during the school year. Intended Audience: Math teachers Provider / Presenter / Person Responsible: Administration, Instructional Coach and Data Analyst Date(s) / Timeframe: August, November, and February Collaborating Departments: Math dept Delivery Method: In person	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: Teachers will provide additional opportunities for students to meet state standards through tier 2 and tier 3 instruction

Strategy's Expected Result/Impact: Students will meet growth expectation in math

Staff Responsible for Monitoring: Admin, teachers, data analyst, instructional coach

Title I:

2.5, 2.6

- ESF Levers:

Lever 5: Effective Instruction

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: After school tutoring will be provided by teachers to support students meeting state standards Intended Audience: Tier 2 and Tier 3 math students in K-5 Provider / Presenter / Person Responsible: Admin, teachers Date(s) / Timeframe: October 2023-May 2024 Collaborating Departments: Math Delivery Method: in person Funding Sources: - Title I (211) - 211-11-6116-04E-116-30-510-000000-24F10 - \$4,000, - Title I (211) - 211-11-6399-04E-116-30-510-000000-24F10 - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide support during the day to 2-5 math students who are struggling to meet state standards and need Tier 2 and Tier 3 instruction Intended Audience: students Provider / Presenter / Person Responsible: Admin, teachers, data analyst Date(s) / Timeframe: October 2023-May 2024 Collaborating Departments: math dept Delivery Method: In person Funding Sources: - Title I (211) - 211-11-6117-04E-116-30-510-000000-24F10 - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a gap in all three achievement levels of STAAR scores in both reading and math between white students and students of color. The gap in reading is between 7% points to 43% points for Hispanic students. The gap for African American students in reading is 30% points-61% points. In math the gap for Hispanic students is between 29%-40% and for African American students is between 24%-61%. Root Cause: There is need for additional professional development to support teacher practices that have a positive impact on student achievement.
Student Learning
Problem Statement 1: Only 77% of white students, 37% of Hispanic students and 16% of African American students met the math STAAR standard on the 2022 STAAR test. Root Cause: Systems to monitor student progress is not consistently implemented.
Problem Statement 2: 13% to 39% of students are achieving below the 40th median percentile in reading on 2023 middle of year MAP scores. Root Cause: Build capacity of teacher alignment in reading instruction and students need additional time and opportunities to master basic reading skills.

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

School Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 65% to 70% by May 2024.

Increase the percentage of Economically Disadvantaged from 34% to 40% by May 2024.

Evaluation Data Sources: STAAR 2021 Reports

Strategy 1: Provide increased differentiated instruction within Kindergarten- 5th grade reading classrooms

Strategy's Expected Result/Impact: Student reading scores will increase on STAAR

Staff Responsible for Monitoring: Admin, instructional specialist





Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: School Processes & Programs 1

Action Step 1 Details		Reviews			
Action Step 1: Provide teachers with professional development on the implementation of differentiated strategies and small groups in the reading classroom Intended Audience: All reading teachers Provider / Presenter / Person Responsible: Admin, instructional coach Date(s) / Timeframe: Aug 2023-Oct 2023 Collaborating Departments: reading dept Delivery Method: In person		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

Strategy 2: Provide a teacher mentor of 1st and 2nd year teachers at the school to improve academic outcomes and safe and supportive classroom environments

Strategy's Expected Result/Impact: Retention of teachers, positive academic outcomes and improved school school environment

Staff Responsible for Monitoring: Admin

Title I:





2.6

- TEA Priorities:

Recruit, support, retain teachers and principals

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Designated teacher mentor will meet with 1st and 2nd year teachers at least once a month to review state standards, school procedures, calendars, communications, and campus culture Intended Audience: 1st and 2nd year teachers Provider / Presenter / Person Responsible: Teacher mentor, instructional coach and admin Date(s) / Timeframe: Aug. 2023-May 2024 Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Teachers do not feel completely comfortable or knowledgeable with the new Eureka and Amplify curriculum Root Cause: Teachers need additional professional development and time to plan around the curriculum.
Perceptions
Problem Statement 1: Staff retention declined during the COVID 19 pandemic. Root Cause: Lack of designated mentors and targeted professional development for staff new to the school and to the profession.

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

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 53% to 58% by May 2024.

Increase the percentage of Economically Disadvantaged from 28% to 34% by May 2024.

Evaluation Data Sources: STAAR 2021 Reports

Strategy 1: Provide incerased differentiated instruction in Kindergarten- 5th grade math classrooms

Strategy's Expected Result/Impact: There will be an increase in the percentage of students who score Meets or higher on STAAR math

Staff Responsible for Monitoring: Admin, Instructional coach





Title I:

2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Student Learning 1

Action Step 1 Details		Reviews			
Action Step 1: Kindergarten-5th grade math teachers will attend professional development on the implementation of differentiated strategies in the classroom Intended Audience: teachers Provider / Presenter / Person Responsible: Instructional coach, admin Date(s) / Timeframe: Fall 2023 Collaborating Departments: math department Delivery Method: In person		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Only 77% of white students, 37% of Hispanic students and 16% of African American students met the math STAAR standard on the 2022 STAAR test. Root Cause: Systems to monitor student progress is not consistently implemented.

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 12% to 7% by May 2024.

Evaluation Data Sources: Attendance reports

Strategy 1: Provide incentives to students and information to parents that encourage regular and consistent attendance at school.

Strategy's Expected Result/Impact: The number of students with excessive absences decreases.





Staff Responsible for Monitoring: Assistant Principal

Title I:

2.5

Problem Statements: Demographics 2

Action Step 1 Details	Reviews			
Action Step 1: Students will be given attendance cards and classrooms teachers will indicate when a student is present. When the student fills the card, the student will receive an incentive from the office Intended Audience: students Provider / Presenter / Person Responsible: Admin, teachers Date(s) / Timeframe: August 2023-May 2024 Delivery Method: In Person Funding Sources: - Title I (211) - 211-11-6499-04E-116-30-510-000000-24F10 - \$702.43	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide attendance restoration hours will be provided to students who need to make up time to regain attendance hours. Intended Audience: students Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: October 2023-May 2024 Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Communicate to parents the attendance requirements for school Intended Audience: Parents Provider / Presenter / Person Responsible: Admin and classroom teachers Date(s) / Timeframe: August 2023 and then continuously throughout the year	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Attendance rates for all students is about 96% in the previous 5 years with a decline in the 2021 school year to 95.9% Root Cause: The school has a system to recognize individual and classroom attendance but did not have a consistent system to address chronic absenteeism.

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 59 to 50 by May 2024.
Decrease the number of discipline referrals by school personnel for African American students from 15 to 10 by May 2024.





Evaluation Data Sources: Focus Discipline report

Strategy 1: Implement Character Curriculum to improve school culture, create accountability, create trust and strengthen relationships

Strategy's Expected Result/Impact: Student discipline referrals decrease and

Staff Responsible for Monitoring: Admin, counselor, teachers

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: 9 staff members attend Capturing Kids Hearts training during summer 2023 Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin Date(s) / Timeframe: Summer 2023 Delivery Method: In Person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Teachers who attended Capturing Kids Hearts training will plan and redeliver training to the complete staff Intended Audience: Teachers Provider / Presenter / Person Responsible: Admin and teachers Date(s) / Timeframe: August 2023 and then updates throughout the year Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Implement 2 x 10 strategy to strength relationships with students Intended Audience: Students Provider / Presenter / Person Responsible: Admin, teachers, counselor Date(s) / Timeframe: September 2023-May 2024 Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

School Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Character curriculum has not been fully implemented this year. Root Cause: Lack of monitoring and late start in the 7 Mindsets program.

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 from 2 to 1 by May 2024.

Evaluation Data Sources: Focus Discipline Report

Strategy 1: Implement Character Curriculum to improve school culture, create accountability, create trust and strength relationships

Strategy's Expected Result/Impact: All students but particularly our African American students will have a positive school experience and our out-of-school suspensions will decrease

Staff Responsible for Monitoring: teachers, counselor, administration

Title I:
2.6

Problem Statements: Perceptions 2

Action Step 1 Details	Reviews			
Action Step 1: Implement 2 x 10 strategy to strength relationships with students Intended Audience: students Provider / Presenter / Person Responsible: Admin, counselor, teachers Date(s) / Timeframe: August 2023-May 2024 Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

School Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Character curriculum has not been fully implemented this year. Root Cause: Lack of monitoring and late start in the 7 Mindsets program.

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

School Performance Objective 4: Increase the number parent training/education activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 1 to 5 by May 2024.

Evaluation Data Sources: School calendar, parent sign in sheets

Strategy 1: Increase the number of opportunities for parents to engage with teachers on academic progress of their children

Strategy's Expected Result/Impact: Parents have a better understanding of students success , growth and academic expectations

Staff Responsible for Monitoring: Admin, teachers

Title I:

4.1, 4.2

Problem Statements: Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
Action Step 1: Each grade level will hold a curriculum night to review grade level and classroom expectations and state academic standards Intended Audience: parents Provider / Presenter / Person Responsible: Admin, classroom teachers Date(s) / Timeframe: August 2023 Delivery Method: In person	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Classroom teachers will hold individual parent confereces to review student expectations, growth and progress 2x during the year Intended Audience: Parents Provider / Presenter / Person Responsible: Admin, teachers Date(s) / Timeframe: September 2023-May 2024 Delivery Method: In person or online if necessary Funding Sources: - Title I (211) - 211-11-6112-04E-116-30-510-000000-24F10 - \$6,000	Formative			Summative
	Nov	Jan	Mar	June

Action Step 3 Details	Reviews			
Action Step 3: Parents will be provided with 4 opprotunities during the school year to attend training or eductional classes provided by the PTA. Intended Audience: Parents Provider / Presenter / Person Responsible: Stephanie Hughes/PTA Date(s) / Timeframe: Aug 2023-May 2024 Collaborating Departments: NA Delivery Method: In person Funding Sources: - Parent Engagement - 211-61-6116-04L-116-30-510-000000-24F10 - \$1,425	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

School Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: There is a gap in all three acheivement levels of STAAR scores in both reading and math between white students and students of color. The gap in reading is between 7% points to 43% points for Hispanic students. The gap for African American students in reading is 30% points-61% points. In math the gap for Hispanic students is between 29%-40% and for African American students is between 24%-61%. Root Cause: There is need for additional professional development to support teacher practices that have a positive impact on student achievement.
Student Learning
Problem Statement 1: Only 77% of white students, 37% of Hispanic students and 16% of African American students met the math STAAR standard on the 2022 STAAR test. Root Cause: Systems to monitor student progress is not consistently implemented.

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-116-30-510-000000-24F10	\$4,000.00
1	3	2	1		Supplies and materials for instructional use	211-11-6399-04E-116-30-510-000000-24F10	\$3,000.00
1	3	2	2		Supplies and materials for instructional use	211-11-6399-04E-116-30-510-000000-24F10	\$5,000.00
1	3	2	3		Tutors with degree or certified	211-11-6117-04E-116-30-510-000000-24F10	\$10,000.00
2	3	1	3		Supplies and materials for instructional use	211-11-6399-04E-116-30-510-000000-24F10	\$5,000.00
2	3	2	1		Supplies and materials for instructional use	211-11-6399-04E-116-30-510-000000-24F10	\$3,000.00
2	3	2	1		Extra duty pay for tutoring after hours (Teacher)	211-11-6116-04E-116-30-510-000000-24F10	\$4,000.00
2	3	2	2		Tutors with degree or certified	211-11-6117-04E-116-30-510-000000-24F10	\$5,000.00
4	1	1	1		Snacks or incentives for students	211-11-6499-04E-116-30-510-000000-24F10	\$702.43
4	4	1	2		Subs for supplemental instruction	211-11-6112-04E-116-30-510-000000-24F10	\$6,000.00
Sub-Total							\$45,702.43
Budgeted Fund Source Amount							\$45,702.43
+/- Difference							\$0.00

SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	2		Supplies and materials for instructional use	199-11-6399-001-116-24-313-000000-	\$1,913.00
2	3	1	3		Supplies and materials for instructional use	199-11-6399-001-116-24-313-000000-	\$3,000.00
Sub-Total							\$4,913.00
Budgeted Fund Source Amount							\$4,913.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	3		Extra Duty for parental involvement	211-61-6116-04L-116-30-510-000000-24F10	\$1,425.00
Sub-Total							\$1,425.00
Budgeted Fund Source Amount							\$1,425.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	1		Extra duty - professional development after hours	199-13-6116-001-116-25-313-000000	\$1,547.00
Sub-Total							\$1,547.00
Budgeted Fund Source Amount							\$1,547.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	3		TECHNOLOGY < \$5000		\$1,094.00
Sub-Total							\$1,094.00

Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
Budgeted Fund Source Amount							\$1,094.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	2	2		GENERAL SUPPLIES		\$1,000.00
2	3	1	3		GENERAL SUPPLIES		\$1,167.00
Sub-Total							\$2,167.00
Budgeted Fund Source Amount							\$2,167.00
+/- Difference							\$0.00
Grand Total Budgeted							\$56,848.43
Grand Total Spent							\$56,848.43
+/- Difference							\$0.00

Addendums

Title 1 School Parent Involvement Policy

The Lily B Clayton faculty and staff along with the parents and community believe that all students can be successful academically, socially, emotionally and physically when schooling is approached as a team effort. All stakeholders input is critical to the process of educating our students. A program of parent involvement opportunities will be ongoing and reviewed annually. The programs provided at Lily B Clayton will support the FWISD District's Mission:

Preparing All Students for success in college, career, and community leadership.

Our PTA is a strong supporter of the school and the students. The PTA meets throughout the year and provides many opportunities for families to participate. Some of the activities include: Walk-a-thon, Family Spirit Night, Family Math and Science Night, Family Night at the museum, and Mrs. Cook's books. These events coupled with the school's grade level programs, Meet the Teacher event, Curriculum Night, and parent conferences help to support and keep families up to date and involved in the education of their children.

1. Parent Involvement Policy

Lily B Clayton faculty will jointly with parents who serve on the SBDM committee develop a policy that is agreed upon and distributed to all families. This requirement meets Title 1, Part A. The parent policy will be distributed at the beginning of the school year. A survey will be distributed at the end of every academic year to receive feedback from the Lily B families on the Parent Involvement Policy.

2. Parents Right to Know

- Families will be provided the availability of the professional qualifications of each child's teacher and paraprofessional through email or paper copy.
- Families will be provided information on teachers that are not fully qualified if a position is filled for longer than 4 weeks.

3. Parent-School Compact

A parent-school compact that defines the school's responsibility to provide high quality curriculum and instruction and the parents responsibility for supporting their child's education, and communication between the two on an on-going basis will be provided to every parent at the beginning of each school year.

4. Annual Title 1 Meeting

An annual Title 1 meeting will be held at the first general PTA meeting of each year. The meeting will provide information to parents about the Title 1 program school ratings, the Title 1 Budget and updated testing results. Additionally, the meeting will review Adequate Yearly Progress and the state annual school report card.

5. Parent Information and Assistance

All grade levels will hold a parent meeting the first two weeks of school to review curriculum, expectations as well as how to communicate with teachers as well as how to provide support at home. Parents will receive report cards every 6-weeks and progress reports after the third week of each 6-weeks. Teachers will hold parent teacher conferences in the fall of each year to review student progress. Information on school activities, parent trainings, will be distributed to families throughout the year through a variety of methods including: paper, email, newsletters and Blackboard. Information will be provided in Spanish when applicable.

6. Parent Training for Student Academic Success

Teachers will hold a Curriculum Night within the first two weeks of the school year to review curriculum, standards and expectations for the grade level. Classroom teachers will communicate and work with parents on ways to help and support their children at school. They will do this through report cards, progress reports,