

Fort Worth Independent School District

209 E.J. Briscoe Elementary School

2023-2024 Improvement Plan



Mission Statement

The mission of Edward J. Briscoe Elementary is to instill a growth mindset that fosters social-emotional well-being and academic achievement in all students.

Vision

The vision of Edward J Briscoe is Helping All to Succeed (H.A.T.S)

Motto

We Believe, We Can Achieve

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Comprehensive Needs Assessment

Revised/Approved: June 2, 2023

Demographics

Demographics Summary

Edward J Briscoe Elementary is an urban elementary school in the Morningside area of Fort Worth, Texas. It was originally founded in 1988 and named after Edward J Briscoe, a longtime Fort Worth educator and humanitarian. EJB educates approximately 290 students in grades Pre-K 3 through 5th. Many of our students come from multigenerational families who speak over 32 languages, primarily English, Arabic, Swahili, Spanish, and so many more. We have several invested community partners which help support our campus efforts, including Forth Worth Children's Partnership, Baker Chapel, Lockett Family Foundation, Hope Farm, First Tee, Seeds of Change, and Brittany's Backpack. We provide regular programming, ESL, gifted and talented, ambassador classroom, and inclusion special education classes. We also provide extracurricular activities for students beyond the school day, Fort Worth After School programming (cooking, gardening, etc.), and tutoring.

EJB has the following enrollment breakdown

198- African American Students (68%)
77- Hispanic Students (27%)
15- other races (5%)
68- EB Students (23%)
13- Sped (4%)
9- GT (3%)

Demographics Strengths

Summary of Strengths:

- Briscoe is a very diverse campus, where there are also over 20 different languages represented. The campus has the opportunity to build our cultural awareness and meet the needs of students from different ethnic backgrounds and cultures.
- Our EB population demonstrated 30-point growth from 27% on the 2019 TELPAS to 57% on the 2022 TELPAS administration.
- We provide multiple resources to support the economic needs of students and families including: free breakfast and lunch for all students, Chromebooks for all students, and school supplies, school uniforms, winter coats, etc., to those in need. We also provide an after-school program with dinner to students in grades 3-5.
- We have two PreK 3 classes offered for students who qualify through a grant with Fort Worth Children's Partnership.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our special populations are under-identified, with only 4% of the students having special education indicators and 3% of the student having dyslexic indicators. **Root Cause:** 1. Underutilized MTSS process. 2. Diagnostician, LSSP, and Speech Pathologist are on campus once a week. 3. We do not have full-time nurses

housed on campus.

Problem Statement 2: 68% of our population displays as African American/Black. The campus meets both criteria. We have a high population of EL students from Africa, and a high population of black students who fall under this category, which may skew the underlining issue of equitable practices on the campus. **Root Cause:** 1. Data does not disaggregate our AA and Black students 2. Campus is not drilling down to if AA students' low performance is due to a lack of ESL strategies, lack of Tier 1 instruction, or both. 3. Campus has not addressed or provided PD on culturally responsive practices with our diverse population group

Student Learning

Student Learning Summary

According to our MAP data, students' grades K,1,3, and 4 in Math and students' grades 1,2, 4, and 5 are demonstrating reasonable progress. However, grades 2 and 5 in Math and grades K and 3 did not meet their targeted growth goals from the BOY to the EOY. There are still opportunities to address unpacking our standards and aligning students' activities to the rigor of the standard. The campus will continue to focus on continuity of instruction to address identified learning gaps and meet targets and RIT goals for all grade levels.

According to our 2022 STAAR data, our overall rating was 82, and we are identified as a B campus with a distinction in Reading/ELA.

- The campus received a 59 in Student Achievement
- The campus received an 86 in School Progress
- The campus received a 76 in Closing Gaps

Due to our performance on the 2022 STAAR, we did not qualify for the ESF Grant.

All Grades Reading
68% Approached
42% Met
26% Mastered

All Grades Mathematics
42% Approached
14% Met
4% Mastered

Student Learning Strengths

The campus' strength on the 2022 STAAR was in Reading

All Grades Reading
68% Approached
42% Met
26% Mastered

Students exceeded growth on 2022 STAAR
86%

Student exceeded their 2022 TELPAS measure with 57% demonstrating improvement.

2023 MAP EOY- Math

K- Observed growth of 20 RIT points and 71% Achievement percentile

- 1- Observed growth of 23 RIT points and 40% Achievement percentile
- 2- Observed growth of 13 RIT points and 2% Achievement percentile*
- 3- Observed growth of 15 RIT points and 28% Achievement percentile
- 4- Observed growth of 12 RIT points and 2% Achievement percentile*
- 5- Observed growth of 6 RIT points and 8% Achievement percentile*

MAP Reading

- K-** Observed growth of 15 RIT points and 66% Achievement percentile*
- 1- Observed growth of 18 RIT points and 21% Achievement percentile
 - 2- Observed growth of 17 RIT points and 6% Achievement percentile
 - 3- Observed growth of 10 RIT points and 38% Achievement percentile*
 - 4- Observed growth of 9 RIT points and 5% Achievement percentile*
 - 5- Observed growth of 10 RIT points and 36% Achievement percentile

*Targeted Improvement for 2023 -2024

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in grades 3 -5 are underperforming by 30% points at the State level and 14% at the District level. **Root Cause:** 1. Students came in with gaps in mathematical understanding. 2 . In the '21-'22 school year, four out of six grade levels did not close gaps, as evidenced by MAP Growth Data. 3. Instruction is not in alignment with the depth of the rigor of the state standards 4. Lack of understanding of how to deconstruct the standards into the knowledge and skills necessary to demonstrate mastery

Problem Statement 2: Our campus Math results have demonstrated a trend of low performance across multi-data points. Per the MOY MAP Math Assessment Data, grades K, 1, 2, 4, and 5 did not meet their projected growth. STAAR data for grades 3 - 5 for the 2021 -2022 school year demonstrates that 58% did not meet the standard, 42% approached, 14% were at meets, and 4% mastered. **Root Cause:** 1. Lack of understanding of the depth of the rigor of the standard. 2. Math resources not aligned to the rigor of the standard. 3. Lack of consistent vertical alignment with the implementation of math strategies. 4. Under-identified Sped and Dyslexia students due to underutilized MTSS process.

School Processes & Programs

School Processes & Programs Summary

We have a high focus on early literacy and math this school year and have designed our Campus Improvement Plan (TIP) and Campus Improvement Plan (CIP) to center around high-quality Tier 1 instruction that is aligned with the new curriculum and to the rigor of the standard. We have a strong coaching cycle in place, celebrated our successes, and looked for areas of growth. We have PLC cycles that include Lesson Alignment and Formative Assessment (LAFA) process and DDI. We also took deep dives into lesson internalization and adjusted our lessons and exit tickets based on the standard. We provided multiple opportunities for student agency and focused on building teachers' capacity.

The areas of focus were:

Curriculum and Instruction:

- Weekly PLCs focused on LAFA/DDI/coaching through instruction
- Implementation of 2 new curricula (Eureka and Amplify) and the district's scope and sequence with fidelity.
- Lesson plans with TEKS, success criteria, teacher exemplars, checks for understanding/formative assessments
- 100% of staff had a coach to build their capacity and increase student outcomes.
- STAAR redesign
- i-Ready
- Reading interventions
- Beacon Hill
- Summit K-12
- Lexia
- Dreambox
- Fidelity walks to monitor the fidelity to implementation of the curriculum.

Professional development:

- GT renewal at staff meetings
- Restorative practices training at staff meetings and flex days (Nov. 8)
- Teachers were to attend 3-day Eureka or 1-day Amplify during the summer
- Use of TEKS Resource System
- Use of Equip data to close math gaps.
- Use of analyzing MAP data to guide instruction.
- Planning with the end in mind.
- STAAR redesign training from TEA
- PLCs with PD on MTSS, analyzing MAP data, incorporating STAAR redesign questions into Tier 1 instruction.

Leadership & decision-making processes:

- ILT includes the principal, the assistant principal, and two instructional coaches.
- Additional student, staff, and family supports include a counselor, case manager, campus monitor, CIS social worker, parent liaison, inclusion teacher, SET teachers, part-time diagnostician, and part-time LSSP. We also have a reading interventionist and two reading interventionist teacher assistants.
- Meet with our SBDM on the third Thursday of every month.

Communication:

- Weekly "News You Can Use" memos shared with staff and stakeholders
- Daily updates of campus events and information shared via Facebook
- Phone calls, emails, and flyers to communicate school-wide events, including testing, field trips, and increased family engagement events

Organization & context, scheduling, support service, extracurricular opportunities:

- UIL participation
- After school program
- Kardio Kidz
- Spelling Bee
- Readers Become Leaders
- SST
- SLQ
- Ron Clark Academy House system

Technology integration/plan:

- Incorporation of technology into daily instruction

School Processes & Programs Strengths

The strengths Edward J. Briscoe identified as School Processes and Programs strengths were:

- Arrival and dismissal procedures and safety protocols. We have an active CERT to respond to campus emergencies.
- Communication with staff and families via newsletters, call-outs, social media, and weekly meetings is a culture-building strength.
- Staff is provided with instructional support with instructional coaching, weekly PLCs, and lesson plan feedback.
- The use of the house system has built campus culture and camaraderie with students and staff.
- Mentor Programs for students (Academy 4 and Seeds of Change).
- Celebrations and acknowledgment of students' accomplishments every six weeks.
- We meet weekly as an SST and collaborate with the attendance, which includes our Family Engagement Specialist.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students in grades 1 - 5 are underperforming by an average of 11 RIT points as measured by the MOY NWEA MAP Math assessment. **Root**

Cause: 1. The lesson and/or exit ticket do not align with the rigor and depth of the standard. 2. Teachers are not consistently internalizing the lesson to build in scaffolds prior to lesson delivery. 3. Lack of understanding of how to deconstruct the standards into the knowledge and skills necessary to demonstrate mastery

Problem Statement 2: With the implementation of two new curriculums, the fidelity of the existing programs that are designed to build teacher capacity and support student achievement is difficult to verify the effectiveness of programs being rolled out on the campus. **Root Cause:** 1. High turnover rate of outside support staff. 2. High turnover of programs being pushed out to campuses 3. Lack of training and/or understanding of how to implement said programs and systems with fidelity. 4. Lack of progress monitoring of programs on the campus.

Perceptions

Perceptions Summary

Edward J. Briscoe Elementary is student-centered and data-driven in all daily decisions and actions. Through creating an environment of transparency, we frequently identify our why through our mission, vision, and values to all stakeholders. Students are aware of their data and set learning goals every six weeks. We have increased public recognition of teachers, staff, students, and our families. The success of identified focuses on the announcements posted throughout the building, placed highlights on the marquee, and posted on our social media sites.

We have highlighted the following areas that influence our perceptions:

Campus Climate and Culture

House System:

Parents, students, and staff are excited to belong to our House System. The four houses, Altruismo, Nukomori, Onraka, and Protos, were created by a campus house committee and implemented the Ron Clark House System. House committee members attended Ron Clark training to ensure success with the system.

All students 1-5 and all campus staff are inducted into one of the houses, which they will be a part of their entire time at EJB. Students can earn points for their house through grades, citizenship, effort, attendance, and other positive ways. These points can be added by any staff member on campus via the Ron Clark app. The points update instantly and can be displayed for students to see easily. Student names are also displayed when they earn points. Every six weeks, the house with the most points will receive a house party! Students and staff are invited to dress up every Friday in their house colors and wear their campus-provided house shirts!

This has been a positive addition to our campus, building campus spirit and creating smaller communities across the campus. It also allows 5th graders opportunities for leadership in their respective houses.

Parent participation:

Our biggest parent participation events are as follows: Open House, Holiday Program, Fall Festival, Field Day, Family Information Nights, Family Showcase, and Six Weeks Awards Assemblies. We usually average between 100 - 150 parents/family members at these events.

Edward J. Briscoe has a Parent Action Team with active members.

Parents frequently engage our Facebook account to interact positively with the campus.

Community Partnerships

Our campus is part of the Fort Worth Children's Partnership (FWCP) which supports our campus in several different areas, including providing the opportunity for our PreK and Kindergarten students to attend "Museum School" biweekly. We also receive support from Academy 4, Baker's Chapel, Brittany Backpack, First Tee, Lockett Family Foundation, and Seeds of Change.

Perceptions Strengths

Edward J. Briscoe identified Perceptions Strengths are:

- Increased communication with families via social media, Blackboard, Wednesday mail, and email.

- Maintained current partnerships while fostering new relationships.
- Healthy parent participation in most campus events.
- Full implementation of House Systems to help build student culture.
- Great supports systems are in place through the use of CIS, Case Manager, Counselor, and MHMR Navigator

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Increased percentage of in and out-of-school suspensions for Emergent Bilingual students, as indicated in the CIP companion, are disproportionately referred for disciplinary action at 11.3% in comparison to all students in the school at 9.4%, indicating a lack of cultural awareness. **Root Cause:** 1. The campus is 42% Emergent Bilingual, which is a high number of African refugees and immigrants. 2. Lack of cultural responsiveness to our students' needs. 3. Lack of follow-through with the implementation of restorative systems and training; instead, there is a reactionary response versus a proactive response.

Problem Statement 2: Disproportionate reaction to behaviors due to unaddressed trauma in staff, students, families, and the community. **Root Cause:** 1. Lack of education, training, and resources to help support the mental health and socio-emotional needs of our students. 2. Lack of follow-through by parents and/or other outside programs. 3. The identification process is slow due to limited access to psychologists and diagnosticians.

Priority Problem Statements

Problem Statement 1: Students in grades 1 - 5 are underperforming by an average of 11 RIT points as measured by the MOY NWEA MAP Math assessment.

Root Cause 1: 1. The lesson and/or exit ticket do not align with the rigor and depth of the standard. 2. Teachers are not consistently internalizing the lesson to build in scaffolds prior to lesson delivery. 3. Lack of understanding of how to deconstruct the standards into the knowledge and skills necessary to demonstrate mastery

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Students in grades 3 -5 are underperforming by 30% points at the State level and 14% at the District level.

Root Cause 2: 1. Students came in with gaps in mathematical understanding. 2 . In the '21-'22 school year, four out of six grade levels did not close gaps, as evidenced by MAP Growth Data. 3. Instruction is not in alignment with the depth of the rigor of the state standards 4. Lack of understanding of how to deconstruct the standards into the knowledge and skills necessary to demonstrate mastery

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Increased percentage of in and out-of-school suspensions for Emergent Bilingual students, as indicated in the CIP companion, are disproportionately referred for disciplinary action at 11.3% in comparison to all students in the school at 9.4%, indicating a lack of cultural awareness.

Root Cause 3: 1. The campus is 42% Emergent Bilingual, which is a high number of African refugees and immigrants. 2. Lack of cultural responsiveness to our students' needs. 3. Lack of follow-through with the implementation of restorative systems and training; instead, there is a reactionary response versus a proactive response.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Our special populations are under-identified, with only 4% of the students having special education indicators and 3% of the student having dyslexic indicators.

Root Cause 4: 1. Underutilized MTSS process. 2. Diagnostician, LSSP, and Speech Pathologist are on campus once a week. 3. We do not have full-time nurses housed on campus.

Problem Statement 4 Areas: Demographics

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
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas approved Prekindergarten and Kindergarten assessment data
- 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
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Gifted and talented data
- Dyslexia data

Employee Data

- Professional learning communities (PLC) data
- Campus leadership data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Communications data

District Goals

Revised/Approved: June 10, 2023

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

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 98.4% to 99% by May 2024.

*Increase the percentage of Emergent Bilingual students from 95.4% to 99% by May 2023.

High Priority

Evaluation Data Sources: CLI

Strategy 1: Build Pre-K3 and Pre-K4 teachers' capacity with the implementation of the Creative Curriculum by shifting the focus from the environment to the interest areas.

Strategy's Expected Result/Impact: Increase and sustain the percentage of PK students who score on Track on the Circle Phonological Awareness in English.

Staff Responsible for Monitoring: Early Learning Specialist
Instructional Leadership Staff





Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Demographics 1

Action Step 1 Details		Reviews			
Action Step 1: Attend weekly PLCs to unpack guidelines and discuss how to enhance interest areas and increase students' oral language development. Intended Audience: Early Learning Specialist and Instructional Coach Provider / Presenter / Person Responsible: Instructional Coach and Data Analyst Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Early Learning Department Delivery Method: Face to Face		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Our special populations are under-identified, with only 4% of the students having special education indicators and 3% of the student having dyslexic indicators. Root Cause: 1. Underutilized MTSS process. 2. Diagnostician, LSSP, and Speech Pathologist are on campus once a week. 3. We do not have full-time nurses housed on campus.</p>

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

School Performance Objective 2: *Increase the percentage of Kindergarten-Grade 3 students who Meet or Exceed grade-level expectations on key MAP Fluency indicators in English from 47% to 57% by May 2024.

*Increase the percentage of African American students from 41% to 51% by May 2024.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP Fluency Foundations skills comparison report

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

Strategy's Expected Result/Impact: At least an increase of 10% in students' performance from not met to making progress, meeting, or exceeding progress.

Staff Responsible for Monitoring: Instructional Coaches

Title I:





2.4, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

Problem Statements: Demographics 1

Action Step 1 Details	Reviews			
Action Step 1: Create a focus area document that communicates clear expectations campus-wide look fors that align to ESF levers and T-TESS domains. Intended Audience: Classrooms Pre-K - 5 Provider / Presenter / Person Responsible: Instructional Coach Date(s) / Timeframe: 08/2024 Collaborating Departments: Learning and Leading Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: The ILT will participate in monitoring the rigor and alignment of the lesson objective to instruction, the delivery of Tier 1 math and reading instruction, and provide feedback to teachers within 48 hours of classroom visits. Intended Audience: Pre-K - 5-grade students Provider / Presenter / Person Responsible: Campus Administrators Date(s) / Timeframe: 08/2023 - 05/2004 Collaborating Departments: Learning and Leading Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Conduct Core Value walks every six weeks aligned to the focus areas chart and provide teachers feedback on praises and pushes. Intended Audience: Pre-K - 5-grade students Provider / Presenter / Person Responsible: ILT and Teachers Date(s) / Timeframe: 09/2023 - 05/2023 Collaborating Departments: Learning and Leading Delivery Method: Face to Face	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: Our special populations are under-identified, with only 4% of the students having special education indicators and 3% of the student having dyslexic indicators. Root Cause: 1. Underutilized MTSS process. 2. Diagnostician, LSSP, and Speech Pathologist are on campus once a week. 3. We do not have full-time nurses housed on campus.

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

School Performance Objective 3: *Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 47% to 57% by May 2023.

*Increase the percentage of African American students from 47.5% to 57.5% % by May 2023.

High Priority

HB3 District Goal

Evaluation Data Sources: MAP Growth Reading Report

Strategy 1: Improve the quality and alignment of Tier 1 instruction to the rigor of the standard. Delivery of Amplify instruction for all students by developing opportunities for teachers to engage in lesson internalization.

Strategy's Expected Result/Impact: Teachers internalize the lesson, and students demonstrate the knowledge of the standard, resulting in at least a 10% increase in student achievement and a 20% increase in student growth.

Staff Responsible for Monitoring: Campus Administrator, Instructional Coach and Data Analyst (ILT)

Title I:





2.4, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Action Step 1 Details	Reviews			
Action Step 1: Hire a Data Analyst to help teachers examine data, understand student instructional needs, and identify strategies and practices to address the identified needs. Intended Audience: Teachers, parents, and community stakeholders Provider / Presenter / Person Responsible: Data Analyst Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: ADQ Delivery Method: Face to Face and Virtual Funding Sources: Personnel- Data Analyst - Title I (211) - 211-13-6119-04E-209-30-510-000000-24F10 - \$73,146	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ensure PLCs are regularly scheduled to unpack standards, develop engaging and rigorous lessons based on student needs, and create exit tickets that align with the rigor of the standard using district-approved resources (Amplify and Lexia) and rehearse. Intended Audience: Students K - 5 Provider / Presenter / Person Responsible: Instructional Coach and Data Analyst Date(s) / Timeframe: 09/2023 - 05/2024 Collaborating Departments: Learning and Leading and ADQ Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Provide supplemental resources to support students' different learning needs (i.e., manipulatives, timers, color sheets, whisper phones, and other instructional materials needed). Intended Audience: Special Education students and GT Students (Special Population) Provider / Presenter / Person Responsible: Inclusion Teacher and assistant Date(s) / Timeframe: 09/2023 - 4/2023 Collaborating Departments: Special Education Delivery Method: Face to Face, small group, and one-on-one	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategy 2: Address performance gaps by delivering compacted lessons to identified students to assist with accelerating their learning and closing learning gaps.

Strategy's Expected Result/Impact: Students who participate will demonstrate an increase of at least 10% in achievement or move one performance level (not meets to approaches or from red to yellow).

Staff Responsible for Monitoring: Campus Administrators, Instructional Coach and Data Analysts (ILT)

Title I:

2.4, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Action Step 1 Details	Reviews			
Action Step 1: Collaborate with a high-impact tutoring group to address the needs of identified K - 2 students in the Fall and identified students K- 5 in the Spring. Intended Audience: Students K - 2 Fall and students K- 5 Spring Provider / Presenter / Person Responsible: Beacon Hill Preparatory Institute Date(s) / Timeframe: 09/2023 - May 2023 Collaborating Departments: Learning and Leading Delivery Method: Face to Face- small group	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
Action Step 2: Provide extended learning opportunities after school to identify students to address specific learning gaps. Intended Audience: Students K-2 Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: 10/2023 - 04/2023 Delivery Method: Face to Face- small group, and one on one Funding Sources: Certified Teacher - SCE (199 PIC 24) - 199-11-6116-001-209-24-313-000000- - \$1,000, Supplemental Reading Material - SCE (199 PIC 24) - 199-11-6399-001-209-24-313-000000- - \$500	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: Our special populations are under-identified, with only 4% of the students having special education indicators and 3% of the student having dyslexic indicators. Root Cause: 1. Underutilized MTSS process. 2. Diagnostician, LSSP, and Speech Pathologist are on campus once a week. 3. We do not have full-time nurses housed on campus.
Student Learning
Problem Statement 1: Students in grades 3 -5 are underperforming by 30% points at the State level and 14% at the District level. Root Cause: 1. Students came in with gaps in mathematical understanding. 2 . In the '21-'22 school year, four out of six grade levels did not close gaps, as evidenced by MAP Growth Data. 3. Instruction is not in alignment with the depth of the rigor of the state standards 4. Lack of understanding of how to deconstruct the standards into the knowledge and skills necessary to demonstrate mastery
Perceptions
Problem Statement 1: Increased percentage of in and out-of-school suspensions for Emergent Bilingual students, as indicated in the CIP companion, are disproportionately referred for disciplinary action at 11.3% in comparison to all students in the school at 9.4%, indicating a lack of cultural awareness. Root Cause: 1. The campus is 42% Emergent Bilingual, which is a high number of African refugees and immigrants. 2. Lack of cultural responsiveness to our students' needs. 3. Lack of follow-through with the implementation of restorative systems and training; instead, there is a reactionary response versus a proactive response.

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 96% to 99% by May 2023.
Increase the percentage of African American students from 95.6% to 99% by May 2023.

High Priority

Evaluation Data Sources: CLI Math Assessments

Strategy 1: Build Pre-K3 and Pre-K4 teachers' capacity implementation of the Curriculum Curriculum by shifting the focus from the environment to interest centers.

Strategy's Expected Result/Impact: Increase and sustain the percentage of PK students who score on Track on the CLI Math Assessment.

Staff Responsible for Monitoring: Early Learning Specialist
Instructional Leadership Staff





Title I:

2.4, 2.6

- TEA Priorities:

Build a foundation of reading and math

Problem Statements: Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: Attend weekly PLCs to unpack guidelines and discuss how to enhance interest areas and increase students' oral language development and number sense. Intended Audience: Early Learning Specialist and Instructional Coach Provider / Presenter / Person Responsible: Instructional Coach and Data Analyst Date(s) / Timeframe: August 2023 - May 2024 Collaborating Departments: Early Learning Department Delivery Method: Face to Face		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

School Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 1: Increased percentage of in and out-of-school suspensions for Emergent Bilingual students, as indicated in the CIP companion, are disproportionately referred for disciplinary action at 11.3% in comparison to all students in the school at 9.4%, indicating a lack of cultural awareness. **Root Cause:** 1. The campus is 42% Emergent Bilingual, which is a high number of African refugees and immigrants. 2. Lack of cultural responsiveness to our students' needs. 3. Lack of follow-through with the implementation of restorative systems and training; instead, there is a reactionary response versus a proactive response.

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 TX-KEA Math from 0% to 0% by May 2024.
Increase the percentage of African American students from 0% to 0% by May 2023.





High Priority
Evaluation Data Sources: TX-KEA Math assessment results

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

Strategy's Expected Result/Impact: At least an increase of 10% in students' performance from not met to making progress, meeting, or exceeding progress.
Staff Responsible for Monitoring: Instructional Coaches

Title I:
2.4, 2.6
- TEA Priorities:
Build a foundation of reading and math
Problem Statements: School Processes & Programs 1 - Perceptions 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Create a focus area document that communicates clear expectations campus-wide look fors that align to ESF levers and T-TESS domains. Intended Audience: Classrooms Pre-K - 5 Provider / Presenter / Person Responsible: Instructional Coach Date(s) / Timeframe: 08/2024 Collaborating Departments: Learning and Leading Delivery Method: Face to Face				

Action Step 2 Details	Reviews			
Action Step 2: The ILT will participate in monitoring the rigor and alignment of the lesson objective to instruction, the delivery of Tier 1 math and reading instruction, and provide feedback to teachers within 48 hours of classroom visits. Intended Audience: Pre-K - 5-grade students Provider / Presenter / Person Responsible: Campus Administrators Date(s) / Timeframe: 08/2023 - 05/2004 Collaborating Departments: Learning and Leading Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Conduct Core Values walks every six weeks aligned to the focus areas chart and provide teachers feedback on praises and pushes. Intended Audience: Pre-K - 5-grade students Provider / Presenter / Person Responsible: ILT and Teachers Date(s) / Timeframe: 09/2023 - 05/2023 Collaborating Departments: Learning and Leading Delivery Method: Face to Face	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:

School Processes & Programs
Problem Statement 1: Students in grades 1 - 5 are underperforming by an average of 11 RIT points as measured by the MOY NWEA MAP Math assessment. Root Cause: 1. The lesson and/or exit ticket do not align with the rigor and depth of the standard. 2. Teachers are not consistently internalizing the lesson to build in scaffolds prior to lesson delivery. 3. Lack of understanding of how to deconstruct the standards into the knowledge and skills necessary to demonstrate mastery
Perceptions
Problem Statement 1: Increased percentage of in and out-of-school suspensions for Emergent Bilingual students, as indicated in the CIP companion, are disproportionately referred for disciplinary action at 11.3% in comparison to all students in the school at 9.4%, indicating a lack of cultural awareness. Root Cause: 1. The campus is 42% Emergent Bilingual, which is a high number of African refugees and immigrants. 2. Lack of cultural responsiveness to our students' needs. 3. Lack of follow-through with the implementation of restorative systems and training; instead, there is a reactionary response versus a proactive response.

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 49% to 59% by May 2024.
Increase the percentage of African American students from 47.6% to 57/6% by May 2023.

High Priority
Evaluation Data Sources: Math MAP results

Strategy 1: Improve the quality and alignment of Tier 1 instruction to the rigor of the standard. Delivery of Eurkea instruction for all students by developing opportunities for teachers to engage in lesson internalization.

Strategy's Expected Result/Impact: Teachers internalize the lesson, and students demonstrate the knowledge of the standard, resulting in at least a 10% increase in student achievement and a 20% increase in student growth.

Staff Responsible for Monitoring: Campus Administrator, Instructional Coach and Data Analyst (ILT)

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

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Ensure PLCs are regularly scheduled to unpack standards, develop engaging and rigorous lessons based on student needs, create exit tickets that align with the rigor of the standard using district-approved resources (Eureka, Equip, and Dreambox), and rehearse. Intended Audience: Students K - 5 Provider / Presenter / Person Responsible: Instructional Coach and Data Analyst Date(s) / Timeframe: 09/2023 - 05/2024 Collaborating Departments: Learning and Leading and ADQ Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Provide supplemental resources to support students' different learning needs (i.e., manipulatives, timers, color sheets, whisper phones, and other instructional materials needed). Intended Audience: Special Education and Talented and Gifted students Provider / Presenter / Person Responsible: Inclusion Teacher and assistant Date(s) / Timeframe: 09/2023 - 4/2023 Collaborating Departments: Special Education Delivery Method: Face to Face, small group, and one-on-one Funding Sources: Supplemental Resources - Gifted & Talented (199 PIC 21) - - \$65, Supplemental Resources - SPED (199 PIC 23) - - \$372	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: Our special populations are under-identified, with only 4% of the students having special education indicators and 3% of the student having dyslexic indicators. Root Cause: 1. Underutilized MTSS process. 2. Diagnostician, LSSP, and Speech Pathologist are on campus once a week. 3. We do not have full-time nurses housed on campus.
Student Learning
Problem Statement 1: Students in grades 3 -5 are underperforming by 30% points at the State level and 14% at the District level. Root Cause: 1. Students came in with gaps in mathematical understanding. 2 . In the '21-'22 school year, four out of six grade levels did not close gaps, as evidenced by MAP Growth Data. 3. Instruction is not in alignment with the depth of the rigor of the state standards 4. Lack of understanding of how to deconstruct the standards into the knowledge and skills necessary to demonstrate mastery

Perceptions

Problem Statement 1: Increased percentage of in and out-of-school suspensions for Emergent Bilingual students, as indicated in the CIP companion, are disproportionately referred for disciplinary action at 11.3% in comparison to all students in the school at 9.4%, indicating a lack of cultural awareness. **Root Cause:** 1. The campus is 42% Emergent Bilingual, which is a high number of African refugees and immigrants. 2. Lack of cultural responsiveness to our students' needs. 3. Lack of follow-through with the implementation of restorative systems and training; instead, there is a reactionary response versus a proactive response.

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 40% to 50% by May 2024.

Increase the percentage of African American students from 40% to 50% by May 2024.

HB3 District Goal

Evaluation Data Sources: 2023 STAAR Reading

Strategy 1: High-quality Tier 1 Reading instruction is provided at the depth and complexity of the rigor of the standards, including the student performance tasks, classroom activities/assignments, and formative and summative assessments from the required curriculum in all courses for all students.

Strategy's Expected Result/Impact: At least a 10% increased % in students performing at the meets level on STAAR Reading

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- TEA Priorities:





Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Action Step 1 Details		Reviews			
Action Step 1: Conduct weekly PLCs where teachers unpack the standard/guideline, create standard-aligned lessons with teacher exemplars and success criteria, and create an assessment in formats similar to how students will be assessed. Intended Audience: Teachers grades 3 - 5 Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: 09/2023 - 04/2024 Collaborating Departments: Learning and Leading Delivery Method: Face to Face		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Teachers will communicate goals and action steps with students and make their data visible for tracking. Incorporate differentiation into lessons for both scaffolding and enrichment opportunities to ensure growth for all learners. Aggressively monitor students' work. Provide frequent checks for understanding and adjust as needed. Intended Audience: Teachers grades 3 - 5 Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: 09/2023 - 05/2023 Collaborating Departments: Learning and Leading Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Clearly define the MTSS process, and create systems where all students who enter the process are monitored every six weeks, and tiers are adjusted as needed. Students who have been identified as Tier 3 for more than 3 months will be referred to the next step in the process to be reviewed for identification of the best track to support their learning needs. Intended Audience: Teachers 3rd- 5th grade Provider / Presenter / Person Responsible: ILT, SST, Counselor, Diagnostician, and LSSP Date(s) / Timeframe: 10/2023 - 04/2023 Collaborating Departments: Learning and Leading, Special Education Department, and the MTSS department. Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Provide extended learning opportunities after school to identify students to address specific learning gaps. Intended Audience: Students grades 3 - 5 Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: 10/2023 - 04/2023 Delivery Method: Face to Face, small group, and one on one Funding Sources: Certified Teacher - SCE (199 PIC 24) - 199-11-6116-001-209-24-313-000000- - \$1,000, Supplemental Reading Material - SCE (199 PIC 24) - 199-11-6399-001-209-24-313-000000- - \$324	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
Action Step 5: Provide supplemental resources to support students' different learning needs (i.e., manipulatives, timers, color sheets, whisper phones, and other instructional materials needed). Intended Audience: Special Education and GT students Provider / Presenter / Person Responsible: Inclusion Teacher and assistant GT Specialist Date(s) / Timeframe: 09/2023 - 4/2023 Collaborating Departments: Special Education and GT Delivery Method: Face to Face, small group, and one-on-one Funding Sources: Supplemental Resources - SPED (199 PIC 23) - - \$372, Supplemental Resources - Gifted & Talented (199 PIC 21) - - \$65	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our special populations are under-identified, with only 4% of the students having special education indicators and 3% of the student having dyslexic indicators. Root Cause: 1. Underutilized MTSS process. 2. Diagnostician, LSSP, and Speech Pathologist are on campus once a week. 3. We do not have full-time nurses housed on campus.
Student Learning
Problem Statement 1: Students in grades 3 -5 are underperforming by 30% points at the State level and 14% at the District level. Root Cause: 1. Students came in with gaps in mathematical understanding. 2 . In the '21-'22 school year, four out of six grade levels did not close gaps, as evidenced by MAP Growth Data. 3. Instruction is not in alignment with the depth of the rigor of the state standards 4. Lack of understanding of how to deconstruct the standards into the knowledge and skills necessary to demonstrate mastery
Perceptions
Problem Statement 1: Increased percentage of in and out-of-school suspensions for Emergent Bilingual students, as indicated in the CIP companion, are disproportionately referred for disciplinary action at 11.3% in comparison to all students in the school at 9.4%, indicating a lack of cultural awareness. Root Cause: 1. The campus is 42% Emergent Bilingual, which is a high number of African refugees and immigrants. 2. Lack of cultural responsiveness to our students' needs. 3. Lack of follow-through with the implementation of restorative systems and training; instead, there is a reactionary response versus a proactive response.

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 12% to 25% by May 2024.

Increase the percentage of African American students from 12% to 25% by May 2024.

High Priority

Evaluation Data Sources: Math STAAR results

Strategy 1: High-quality Tier 1 Math instruction is provided at the depth and complexity of the rigor of the standards, including the student performance tasks, classroom activities/assignments, and formative and summative assessments from the required curriculum in all courses for all students.

Strategy's Expected Result/Impact: At least a 10% increase in students performing at the meets level on STAAR Math.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

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

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Action Step 1: Conduct weekly PLCs where teachers unpack the standard/guideline, create standard-aligned lessons with teacher exemplars and success criteria, and create an assessment in formats similar to how students will be assessed.

Intended Audience: Teachers grades 3 - 5





Provider / Presenter / Person Responsible: ILT

Date(s) / Timeframe: 09/2023 - 04/2024

Collaborating Departments: Learning and Leading

Delivery Method: Face to Face

Action Step 2 Details	Reviews			
Action Step 2: Teachers will communicate goals and action steps with students and make their data visible for tracking. Incorporate differentiation into lessons for both scaffolding and enrichment opportunities to ensure growth for all learners. Aggressively monitor students' work. Provide frequent checks for understanding and monitor as needed. Intended Audience: Teachers grades 3 - 5 Provider / Presenter / Person Responsible: ILT Date(s) / Timeframe: 09/2023 - 05/2023 Collaborating Departments: Learning and Leading Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Clearly define the MTSS process, and create systems where all students who enter the process are monitored every six weeks, and tiers are adjusted as needed. Students who have been identified as Tier 3 for more than 3 months will be referred to the next step in the process to be reviewed for identification of the best track to support their learning needs. Intended Audience: Teachers grades 3 - 5 Provider / Presenter / Person Responsible: ILT, SST, Counselor, Diagnostician, and LSSP Date(s) / Timeframe: 10/2023 - 04/2023 Collaborating Departments: Learning and Leading, Special Education Department, and the MTSS department. Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Provide extended learning opportunities after school to identify students to address specific learning gaps. Intended Audience: Teachers grades 3 - 5 Provider / Presenter / Person Responsible: Teachers Date(s) / Timeframe: 10/2023 - 04/2023 Delivery Method: Face to Face, small group, and one on one Funding Sources: Certified Teacher - SCE (199 PIC 24) - 199-11-6116-001-209-24-313-000000- - \$1,000, Supplemental Reading Material - SCE (199 PIC 24) - 199-11-6399-001-209-24-313-000000- - \$324	Formative			Summative
	Nov	Jan	Mar	June

Action Step 5 Details	Reviews			
Action Step 5: Provide supplemental resources to support students' different learning needs (i.e., manipulatives, timers, color sheets, whisper phones, and other instructional materials needed). Intended Audience: Special Education Gifted and Talented students Provider / Presenter / Person Responsible: Inclusion Teacher and assistant Date(s) / Timeframe: 09/2023 - 4/2023 Collaborating Departments: Special Education Delivery Method: Face to Face, small group, and one-on-one	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: Our special populations are under-identified, with only 4% of the students having special education indicators and 3% of the student having dyslexic indicators. Root Cause: 1. Underutilized MTSS process. 2. Diagnostician, LSSP, and Speech Pathologist are on campus once a week. 3. We do not have full-time nurses housed on campus.
Student Learning
Problem Statement 1: Students in grades 3 -5 are underperforming by 30% points at the State level and 14% at the District level. Root Cause: 1. Students came in with gaps in mathematical understanding. 2. In the '21-'22 school year, four out of six grade levels did not close gaps, as evidenced by MAP Growth Data. 3. Instruction is not in alignment with the depth of the rigor of the state standards 4. Lack of understanding of how to deconstruct the standards into the knowledge and skills necessary to demonstrate mastery
School Processes & Programs
Problem Statement 1: Students in grades 1 - 5 are underperforming by an average of 11 RIT points as measured by the MOY NWEA MAP Math assessment. Root Cause: 1. The lesson and/or exit ticket do not align with the rigor and depth of the standard. 2. Teachers are not consistently internalizing the lesson to build in scaffolds prior to lesson delivery. 3. Lack of understanding of how to deconstruct the standards into the knowledge and skills necessary to demonstrate mastery
Perceptions
Problem Statement 1: Increased percentage of in and out-of-school suspensions for Emergent Bilingual students, as indicated in the CIP companion, are disproportionately referred for disciplinary action at 11.3% in comparison to all students in the school at 9.4%, indicating a lack of cultural awareness. Root Cause: 1. The campus is 42% Emergent Bilingual, which is a high number of African refugees and immigrants. 2. Lack of cultural responsiveness to our students' needs. 3. Lack of follow-through with the implementation of restorative systems and training; instead, there is a reactionary response versus a proactive response.

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 with excessive absences (1 or more courses below 90% attendance) from 31.6% to 21.6% by May 2024.

High Priority

Evaluation Data Sources: FOCUS Attendance data
Principal Data Dashboard
ADQ Cycle reports

Strategy 1: Implementation of an attendance success team with clear roles and responsibilities (e.g. routine monitoring, incentive plans, visible attendance trackers, etc.) for tracking our economically disadvantaged and African American students.





Strategy's Expected Result/Impact: Decrease in the number of chronic absences on the campus.

Staff Responsible for Monitoring: Assistant Principal
Family Engagemetn Specialist
Data Clerk
Case Manager
Counselor

Title I:
2.5, 4.1, 4.2
- TEA Priorities:
Improve low-performing schools

Problem Statements: Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: Hold attendance meetings every two weeks to identify students who are chronically absent and develop a plan for student attendance, including attendance recovery. Intended Audience: Chronically absence students and families Provider / Presenter / Person Responsible: Attendance Committee and Student Support Team Date(s) / Timeframe: 09/2023 - 05/204 Collaborating Departments: Student Support Services Delivery Method: Face to Face		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Make phone calls daily to students who are not at school by 9:00 AM and track calls and any other form of communication in a dashboard. Intended Audience: Families Provider / Presenter / Person Responsible: Family Engagement Specialist Date(s) / Timeframe: 09/2023 - 05/2023 Collaborating Departments: Parent Partnerships Delivery Method: Via phone and email	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Provide an Attendance Matters presentation to parents at Open House and request they commit to bringing their students to school on time every day. Intended Audience: Families Provider / Presenter / Person Responsible: Family Engagement Specialist Date(s) / Timeframe: 08/2023 Collaborating Departments: Parent Partnerships Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 4 Details	Reviews			
Action Step 4: Choose a random day each week to surprise students who arrive at school by 7:50 AM with an incentive, allow free dress on Fridays for students who had perfect attendance Monday - Thursday, and enter parents' names into a drawing to win an incentive. Provide incentives to students every six weeks who had perfect attendance. Intended Audience: Students and families Provider / Presenter / Person Responsible: Attendance Committee (Family Engagement Specialist) Date(s) / Timeframe: 09/2023 - 5/2024 Collaborating Departments: Parent Partnerships Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

School Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Increased percentage of in and out-of-school suspensions for Emergent Bilingual students, as indicated in the CIP companion, are disproportionately referred for disciplinary action at 11.3% in comparison to all students in the school at 9.4%, indicating a lack of cultural awareness. Root Cause: 1. The campus is 42% Emergent Bilingual, which is a high number of African refugees and immigrants. 2. Lack of cultural responsiveness to our students' needs. 3. Lack of follow-through with the implementation of restorative systems and training; instead, there is a reactionary response versus a proactive response.

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 102 to 77 by May 2024.

Decrease the number of discipline referrals by school personnel for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 95 to 75 by May 2023.

High Priority

Evaluation Data Sources: FOCUS discipline reports
ADQ cycle reports

Strategy 1: Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

Strategy's Expected Result/Impact: Decrease the number of students with referrals on the campus.

Staff Responsible for Monitoring: Case Manager
MMHR navigator
Counselor
CIS Social Worker

Title I:

2.5, 2.6

- TEA Priorities:

Improve low-performing schools

Problem Statements: Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: Reinforce Restorative practices in all areas of campus, and implement PBIS strategies to support the SEL needs of students with fidelity. Intended Audience: Teachers and Students Provider / Presenter / Person Responsible: Assistant Principal, Restorative Practices Representative and Student Support Team Date(s) / Timeframe: 08/2023 - 05/2023 Collaborating Departments: Student Support and MTSS Department Delivery Method: Face to Face		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Create visual reminders of tier-level of behaviors and action steps that can be taken. Intended Audience: Teachers Provider / Presenter / Person Responsible: Assistant Principal, Discipline team, and SST Date(s) / Timeframe: 08/2023 - 05/2024 Collaborating Departments: Student Support Service Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Strategy 2: Develop a school-wide Positive Behavior Discipline Plan with explicit behavioral expectations and management systems for students and staff.

Strategy's Expected Result/Impact: Decrease the number of student referrals and the number of in and out-of-school suspensions for Emergent Bilingual and African American students.

Staff Responsible for Monitoring: Assistant Principal

Title I:

2.5, 2.6

- **TEA Priorities:**

Improve low-performing schools

Problem Statements: Perceptions 1

Action Step 1 Details	Reviews			
Action Step 1: Develop a PBIS handbook and provide at least two trainings on expectations and implementation of school-wide strategies. Intended Audience: Teachers Provider / Presenter / Person Responsible: Assistant Principal and Student Support Team Date(s) / Timeframe: 08/2023 and 01/2024 Collaborating Departments: Student Support Services Delivery Method: Face to Face	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 1: Increased percentage of in and out-of-school suspensions for Emergent Bilingual students, as indicated in the CIP companion, are disproportionately referred for disciplinary action at 11.3% in comparison to all students in the school at 9.4%, indicating a lack of cultural awareness. **Root Cause:** 1. The campus is 42% Emergent Bilingual, which is a high number of African refugees and immigrants. 2. Lack of cultural responsiveness to our students' needs. 3. Lack of follow-through with the implementation of restorative systems and training; instead, there is a reactionary response versus a proactive response.

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 17.8% to 7.8% by May 2023.

High Priority

Evaluation Data Sources: FOCUS

ADQ Portal

Strategy 1: Align and leverage the PBIS system, programs, resources, and Multi-Tiered Systems of Support (MTSS) to decrease behavior and discipline incidents and improve school climate and culture on the campus.

Strategy's Expected Result/Impact: Decrease the number of out-of-school suspensions on the campus.

Staff Responsible for Monitoring: Assistant Principal and Student Support Services.

Title I:

2.5, 2.6, 4.2

- TEA Priorities:

Improve low-performing schools

Problem Statements: Demographics 1

Action Step 1 Details		Reviews			
Action Step 1: Provide Professional Development on Culturally Responsive practices. Intended Audience: Teachers and Students Provider / Presenter / Person Responsible: Assistant Principal Equity and Excellence Date(s) / Timeframe: 09/2023 -02/2023 Collaborating Departments: Student Support Services Delivery Method: Face to Face		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Student Support Team will meet weekly to identify high-needs students, leverage referrals through a referral system and opportunities to follow up weekly. Intended Audience: Student Support Team Provider / Presenter / Person Responsible: SST Date(s) / Timeframe: 08/2023 - 05/2024 Collaborating Departments: Student Support Services Delivery Method: Face to Face	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
Action Step 3: Create a sensory walk and calming area for students grades 3 -5 to self-regulate. Intended Audience: Students grades 3 - 5 Provider / Presenter / Person Responsible: Assistant Principal Case Manager MHMR Navigator CIS Social Worker Counselor Date(s) / Timeframe: 08/2023 - 12/2024 Collaborating Departments: Student Support Services Delivery Method: Face to Face	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: Our special populations are under-identified, with only 4% of the students having special education indicators and 3% of the student having dyslexic indicators. Root Cause: 1. Underutilized MTSS process. 2. Diagnostician, LSSP, and Speech Pathologist are on campus once a week. 3. We do not have full-time nurses housed on campus.

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

School Performance Objective 4: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 10 to 12 by May 2024.

High Priority

Evaluation Data Sources: Electronic sign-in sheets and surveys

Strategy 1: Develop systems to support the consistent implementation of Family Involvement Nights and Saturday events that build bridges from home to school and support the positive perception of the campus.

Strategy's Expected Result/Impact: Increase the % of parents/guardians' participation at family night events.
Increase the positive perception of the campus.

Staff Responsible for Monitoring: Family Engagement Specialist

Title I:

4.1, 4.2





- TEA Priorities:

Improve low-performing schools

Problem Statements: Perceptions 1

Action Step 1 Details		Reviews			
Action Step 1: Create a Parental Involvement Night committee that includes an education piece for parents, takeaways, ideas, and material that can be reinforced at home. Intended Audience: Families Provider / Presenter / Person Responsible: Family Engagement Specialist Date(s) / Timeframe: 08/2023 - 05/2024 Collaborating Departments: Parent Partnerships Delivery Method: Face to Face Funding Sources: Family Engagement Specialist (FES) - Parent Engagement - 211-61-6116-04L-209-30-510-000000-24F10 - \$638		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
Action Step 2: Host at least 12 Family Involvement Activities and at least 4 Saturday Family Support events to build bridges from home to school and provide families support during non-school hours. Intended Audience: Families Provider / Presenter / Person Responsible: Family Engagement Specialist Date(s) / Timeframe: 08/2023 - 05/2024 Collaborating Departments: Parent Partnerships Delivery Method: Face to Face Funding Sources: Snacks to provide to families - Parent Engagement - 211-61-6499-04L-209-30-510-000000-24F10 - \$425, Incentives and materials for take home activities - Parent Engagement - 211-61-6399-04L-209-30-510-000000-24F10 - \$425	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

School Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Increased percentage of in and out-of-school suspensions for Emergent Bilingual students, as indicated in the CIP companion, are disproportionately referred for disciplinary action at 11.3% in comparison to all students in the school at 9.4%, indicating a lack of cultural awareness. Root Cause: 1. The campus is 42% Emergent Bilingual, which is a high number of African refugees and immigrants. 2. Lack of cultural responsiveness to our students' needs. 3. Lack of follow-through with the implementation of restorative systems and training; instead, there is a reactionary response versus a proactive response.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Devona Burgess	Principal
Classroom Teacher 1	Sharla Angton	Teacher
Classroom Teacher 2	Tiffany Struggs	Teacher
Classroom Teacher 3	Kendall Ladner	Teacher
Classroom Teacher 4	Barbara Hollingsworth	Teacher
Business Representative 1	Brian Johnson	Program Director
Business Representative 2	Jason Rocha	Program Manager
Community Representative 1	Jerome Johnson	Executive Director
Community Representative 2	Sacher Dawson	Hope Farm Executive Director
DERC Representative 1	Shauna Cass	Teacher
DERC Representative 2	Ashley Dean	Teacher
District-level Professional	Marta Plata	Executive Director
Paraprofessional	Patricia Houston	Teacher Assistant
Non-classroom Professional	Angela Cohen	Counselor
Community Representative	Jasmine Posada	Outreach Coordinator
Parent 2	Veronica Benton	Parent
Parent 1	Brandi Maurice	Parent

Campus Funding Summary

Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	Personnel- Data Analyst	Data Analyst	211-13-6119-04E-209-30-510-000000-24F10	\$73,146.00
Sub-Total							\$73,146.00
Budgeted Fund Source Amount							\$73,146.00
+/- 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	Supplemental Reading Material	Supplies and materials for instructional use	199-11-6399-001-209-24-313-000000-	\$500.00
1	3	2	2	Certified Teacher	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-209-24-313-000000-	\$1,000.00
3	1	1	4	Supplemental Reading Material	Supplies and materials for instructional use	199-11-6399-001-209-24-313-000000-	\$324.00
3	1	1	4	Certified Teacher	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-209-24-313-000000-	\$1,000.00
3	2	1	4	Supplemental Reading Material	Supplies and materials for instructional use	199-11-6399-001-209-24-313-000000-	\$324.00
3	2	1	4	Certified Teacher	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-209-24-313-000000-	\$1,000.00
Sub-Total							\$4,148.00
Budgeted Fund Source Amount							\$4,148.00
+/- Difference							\$0.00
Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Family Engagement Specialist (FES)	Extra Duty for parental involvement	211-61-6116-04L-209-30-510-000000-24F10	\$638.00

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	2	Snacks to provide to families	Snacks for Parents to promote participation	211-61-6499-04L-209-30-510-000000-24F10	\$425.00
4	4	1	2	Incentives and materials for take home activities	Supplies and materials for parental involvement	211-61-6399-04L-209-30-510-000000-24F10	\$425.00
Sub-Total							\$1,488.00
Budgeted Fund Source Amount							\$1,488.00
+/- 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	Supplemental Resources	GENERAL SUPPLIES		\$65.00
3	1	1	5	Supplemental Resources	GENERAL SUPPLIES		\$65.00
Sub-Total							\$130.00
Budgeted Fund Source Amount							\$130.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	3	1	3	Supplemental Resources	INSTRUCTIONAL MATERIALS		\$372.00
3	1	1	5	Supplemental Resources	GENERAL SUPPLIES		\$372.00
Sub-Total							\$744.00
Budgeted Fund Source Amount							\$744.00
+/- Difference							\$0.00
Grand Total Budgeted							\$79,656.00
Grand Total Spent							\$79,656.00
+/- Difference							\$0.00

Addendums



Title 1 Policy

Edward J. Briscoe Elementary School
2751 Yuma Ave
Fort Worth, TX 76104

The **purpose** of Edward J. Briscoe Elementary's parent and family engagement policy is to create a positive learning environment that is supportive and collaborative for all students, parents, and the community. Therefore, parental engagement activities are scheduled throughout the school year to foster this collaboration. Many of these activities will focus on improving student achievement socially and academically. As a result, learning strategies will be shared with parents to improve student achievement and address the needs of all students.

The Parent and Family Engagement Policy is **developed and reviewed** annually by the Site-Based Decision-Making Team (SBDM). This team consists of parents and campus staff meeting to plan, implement, and review the policy. Meetings are conducted on the school campus at a convenient time for parents. Our SBDM team meets on the fourth Thursday of the month at 3:30.

Our **annual meeting** will be conducted as a part of the school's Meet the Teacher Night Thursday, August 10, at 4:00 PM. During this meeting, Title 1 components specific to our school are reviewed. Faculty and families sign the parent-school compact.

A **School-Parent Compact** for each student will be issued during the Meet the Teacher Night. When the parents/guardians visit their child's classroom, the teachers will explain the compact to the parents and request the parents' and students' signatures during this meeting. New students will receive the Compacts during enrollment, as they will be added to the enrollment packet. All compacts will be maintained in the office files during the school year. It will also be available to parents on the campus website.

Parental and **family communication** will be documented via parental and communication logs. Parents will be consistently notified regarding their child's progress at school. Students who lack academic progress or behavioral concerns will be notified more frequently. Information regarding special scheduled conferences or events will be delivered by Blackboard, Facebook, Twitter, and flyers. In addition, teachers will return parent phone calls or process parent information requests in a timely manner. We are also in the process of updating our website.

The Parent Engagement Program will be **evaluated** by a group of parents and school staff at one of the two required meetings. We welcome your feedback at any point!

All Title I schools are allocated **funding** to support parental and family engagement activities. Funds can be used in any way allowed under EDGAR regulations to support school activities. Activities should be guided by addressing identified needs in the campus needs assessment. To learn strategies to address needs identified in comprehensive needs assessment or to identify needs, the campuses can refer to Parent Partnerships Departments. The Federal Programs Department is available for assistance to align identified strategies with EDGAR. Resources on allowable activities can be found on the Grants and Development Website under Federal Programs.

To learn more about allowable costs under Title I, please refer to the "Allowable and Non-Allowable Title I expenditures" resource that can be located on the Grants and Development Website under Federal Programs.

Your Edward J. Briscoe Leadership Team
817-814-0300

Title 1 School-Parent Compact

2023 - 2024

Mission Statement: *The mission of Edward J. Briscoe Elementary is to instill a growth mindset that fosters social-emotional well-being and academic achievement in all students.*

Let's work together to help all to succeed at Edward J Briscoe by doing our B.E.S.T.! We ask that you read and commit to doing your part below. Thank you.

Parents

- I will ensure that my child attends school on a daily basis and arrives on time.
- I will encourage my child to follow rules and regulation set forth by the school and/or district
- I will attend and/or ask for conferences with teachers, administrators and/or other district personnel.
- I will keep abreast of my child's learning and communicate regularly with school staff.
- I will maintain and foster my child's positive behavior.

Students

- I will attend school regularly and punctually.
- I will always do my best in my school work and behavior.
- I will complete assignments and turn in homework on time to the teacher.
- I will work cooperatively with staff, students and parents.
- I will respect my school, others, and myself.
- I will accept responsibilities for my own actions.
- I will have a positive attitude towards myself, school, others, and learning.

Teachers

- I will respect and value the uniqueness of every child.
- I will provide an environment that is conducive to learning.
- I will maintain open lines of communication with students and parents.
- I will demonstrate professional behaviors and a positive attitude.
- I will maintain high expectations for students and myself.
- I will help students resolve conflicts in positive, nonviolent ways.

Student: _____ Date: _____

Parent: _____ Date: _____

Teacher: _____ Date: _____

Edward J Briscoe Elementary School #209
2751 Yuma Ave, FTW, TX 76104 817-814-0300 www.fwisd.org
Principal: Devona Burgess Assistant Principal: Charlene Louis

Contrato entre padres v escuela del Título I

Declaración de la misión: *La misión de la Escuela Primaria Edward J. Briscoe es inculcar una mentalidad de crecimiento que fomente el bienestar socioemocional y el rendimiento académico en todos los estudiantes.*

¡Trabajemos juntos para ayudar a todos a tener éxito en Edward J Briscoe haciendo nuestro MEJOR! Le pedimos que lea y se comprometa a hacer su parte a continuación. Gracias.

Promesa de los padres:

- Me aseguraré de que mi hijo asista a la escuela a diario y llegue a tiempo
- Animaré a mi niño a que siga las reglas y regulaciones establecidas por la escuela y/o distrito
- Asistiré y/o pediré conferencias con los maestros, administradores y/o otro personal del distrito
- Me mantendré al corriente de la educación de mi hijo y me comunicaré regularmente con el personal de la escuela
- Mantendré y fomentaré un comportamiento positivo de mi niño

Promesa del estudiante:

- Asistiré a la escuela regular y puntualmente
- Siempre haré lo mejor posible en comportamiento y trabajo escolar
- Completaré asignaciones y entregaré mis tareas a tiempo al maestro
- Trabajaré cooperativamente con personal, estudiantes y padres
- Respetaré a mi escuela, a otros y a mí mismo
- Seré responsable por mis propios actos
- Tendré una actitud positiva hacia mí, la escuela, otros y los estudios

Promesa del profesorado:

- Respetaré y valoraré la individualidad de cada niño
- Proporcionaré un ambiente que sea propicio para aprender
- Mantendré líneas abiertas de comunicación con estudiantes y padres
- Demostraré comportamiento profesional y una actitud positiva
- Mantendré altas expectativas para estudiantes y para mí mismo
- Ayudaré a los estudiantes a resolver conflictos de maneras positivas, no violentas

Estudiante: _____ fecha: _____

Padre: _____ fecha: _____

Maestro: _____ fecha: _____

Edward J Briscoe Elementary School #209
2751 Yuma Ave, FTW, TX 76104 817-814-0300 www.fwisd.org
Principal: Devona Burgess Assistant Principal: Charlene Louis

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.

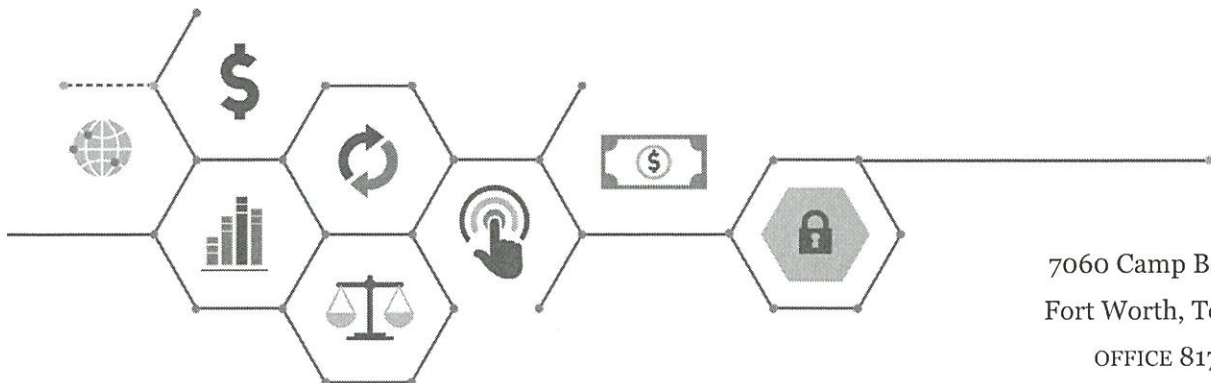
I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print): Danyelle Liggins

Employee Signature: Danyelle Liggins Date: 9/21/23

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



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

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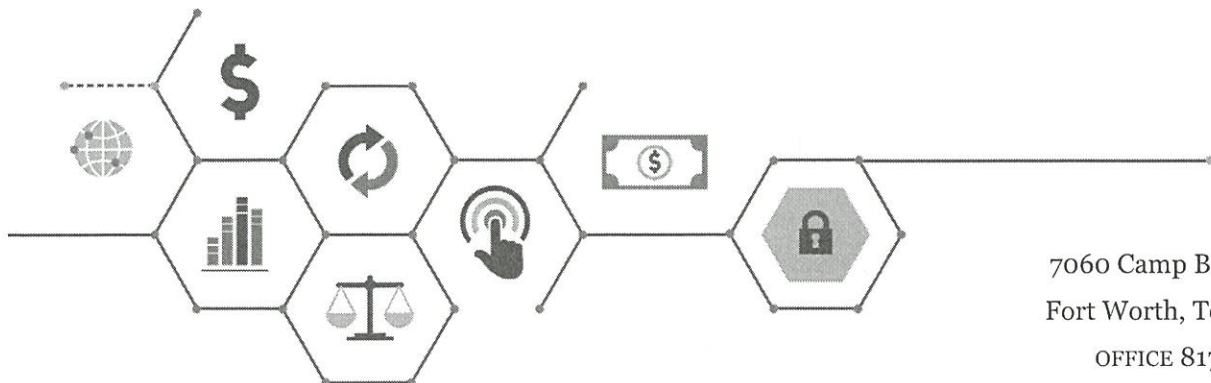
I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print): Sharla Angton

Employee Signature: [Signature] Date: 9/21/2023

Supervisor Signature: [Signature] Date: 9/21/2023



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

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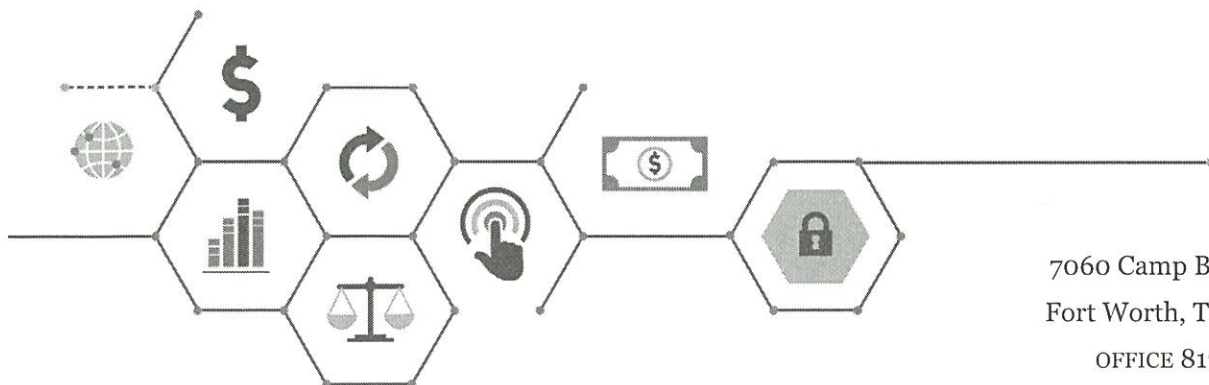
I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print): Belinda Nesbitt

Employee Signature: Belinda Nesbitt Date: 9/21/23

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





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

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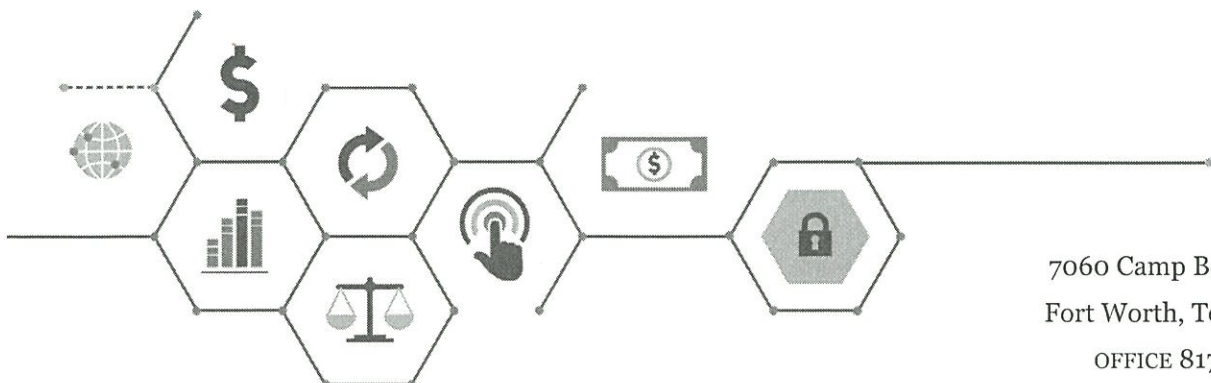
I agree to provide a time-sheet and other documentation materials as required (e.g., sign-in sheet/roster of all students in the tutoring session detailing which STAAR objectives/strategies will be covered in each session or planning documents/proof of attendance).

Professional pay rate: \$35 per hour

Employee Name (please print): Georgia Chandler

Employee Signature: Georgia Chandler Date: 9/21/23

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



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

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- ☒ 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): Barbara Hollingsworth

Employee Signature: Barbara Hollingsworth Date: 9/21/23

Supervisor Signature: Muma 2 Date: 9/21/23

