



<p><b>PILLAR</b></p>	<p><b>IN-DISTRICT PILLAR</b> <i>Maximizing effectiveness and capacity of partners working within FWISD</i></p>	<p><b>OUT-OF-SCHOOL PILLAR</b> <i>Aligning out-of-school partners to track and amplify impact</i></p>	<p><b>FAMILY PILLAR</b> <i>Engaging FWISD families in reaching community literacy goals</i></p>
<p><b>CAN</b> (Collaborative Action Network)</p>	<p>/// <b>READING VOLUNTEERS</b> ///</p>	<p>/// <b>SUMMER LEARNING</b> ///</p>	<p>/// <b>ATTENDANCE</b> ///</p>
<p><b>GUIDING STATEMENT</b></p>	<p>Read Fort Worth envisions that a target population of students will receive <b>research-validated, one-on-one tutoring that puts them on-track to reading on a 3<sup>rd</sup>-grade level.</b></p>	<p>Read Fort Worth envisions that students who are particularly susceptible to summer slide will participate in an <b>academically enriching extended learning program that maintains or improves 3<sup>rd</sup> grade reading skills.</b></p>	<p>Read Fort Worth envisions <b>eliminating chronic absenteeism</b> in the target population at FWISD through <b>data, best-practice sharing, and meaningful parent engagement.</b></p>
<p><b>RESEARCH TO SUPPORT</b></p>	<p>Being <b>below grade-level proficiency</b> after fourth grade is akin to being <b>shut out of content learning</b> in class.</p>	<p>Summer slide can cause low-income children to fall <b>2.5 to 3 years behind their peers by 5<sup>th</sup> grade.</b></p>	<p>Chronically absent students in early grades can <b>score 60 points below regularly attending students</b> on third-grade reading tests.</p>
<p><b>RFW TEAM GOAL</b></p>	<p><b>RECRUIT 2,500 VOLUNTEERS</b> for 1st &amp; 2nd grade students who are 5 months to 1 year behind in reading by Fall 2020.</p>	<p><b>INCREASE 1<sup>st</sup> &amp; 2<sup>nd</sup> GRADE STUDENT ENROLLMENT</b> in the 2020 Summer Scholars Cohort for those who are 5 months to 1 year behind by X%.</p>	<p><b>SUPPORT CAMPUS FAMILY ENGAGEMENT</b> strategies that reduce the number of 1<sup>st</sup> &amp; 2<sup>nd</sup> grade students who are chronically absent by 5%.</p>
<p><b>STUDENT-CENTERED GOAL</b></p>	<p>① <b>70%</b> -- 1st &amp; 2nd grade students increased their rate of literacy learning ② <b>60%</b> -- 1st &amp; 2nd grade students 5 months or less behind met grade level</p>	<p>① <b>70%</b> -- 1st &amp; 2nd grade students maintain summer literacy performance ② <b>60%</b> -- 1st &amp; 2nd grade students gained in summer literacy performance</p>	<p>① <b>90%</b> -- Students who reduced their rate of chronic absenteeism also increased their rate of literacy learning.</p>
<p><b>INDICATORS</b></p>	<p>✓ Target population of Fort Worth ISD ✓ Number of reading volunteers</p>	<p>✓ Number of students in extended learning opportunities</p>	<p>✓ Number of chronically absent students</p>