

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 220 - Contreras ES, Alice D.

Principal: CortesRangel, Amelia

Executive Director: Marion Mouton

Fort Worth ISD Mission Statement

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.

School Profile

Student Enrollment by Program

Attendance Rate: 96.3
Special Education: 5.4
Dual Language/ESL: 54.3
Gifted and Talented: 4.9

Career and Technology: 0
Percentage of at-risk students: 82
Percentage of English Language (EL) students: 53.2
Percentage of economically disadvantage students: 89.5

2019-2020 Campus Site-Based Committee

Name	Role
Amelia CortesRangel	Principal
Pamela Carrick	Other
Alison Smith	Campus Non-Teacher Professional
Valerie King	Campus Non-Teacher Professional
Chad David	District Level Staff
Victor Beltran	Community Representative
Shelia Beck	Community Representative
Guadalupe Ortega	Teacher
Catharine Burrola	Teacher
Maria Taber	Teacher
Erica Calderon	Teacher
Esther Iniguez	Parent
Gloria Melendez	Parent
Violeta Alvarez	Parent
Marifer Contreras	Business Representative

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Contreras ES, Alice D..The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 71	77 - Met Standard
Domain 2: School Progress 79	
Domain 3: Closing The Gaps 73	

Campus Distinction Designations

Academic Achievement in Mathematics: 0	Postsecondary Readiness: 0
Academic Achievement in Science: 0	Top 25 Percent: Comparative Closing the Gaps: 0
Academic Achievemnt in English Language Arts/Reading: 0	
Top 25 Percent: Comparative Academic Growth: 0	

Campus Assurances and Certification for the 2019-2020 School Year

I certify acceptance and compliance with all provisions set forth by:

Yes the Fort Worth ISD School Board;

Yes the Texas Education Code;

Yes Title I, Part A; and

Yes Turnaround Plans

[Click here to see the full Guide to Campus Assurances](#)

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

Comprehensive Needs Assessment Summary for 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	1. Power Schools gave a better representation of our ED % increased from 89.5% to 93%	1. Hispanic students decreased in approaches from 72% to 56% and in meets from 42% to 28% and in masters from 12% to 9% in 4th grade Reading (0 tested in Spanish).	1. Improve student achievement in Literacy in all grade levels.
	2. SE students increased in approaches in all 3-5th Reading from 28% to 41%	2. SE students decreased in meets from 44% to 13%(-31) in 4th grade math.	2. Improve student achievement in math and science in all grade levels.
	3. ED students increased approaches from 67 to 84 and in meets from 30 to 51 in 5th grade Reading.	3. Hispanic students decreased in meets from 19% to 16% in 5th grade Science	3. Increase social/emotional support for all students.
			4. Increase parent engagement.
Student Achievement	1. All students increased approaches from 71% to 76% in Reading.	1. All students decreased approaches from 68% to 49% in Writing	5.
	2. All students increased meets from 38% to 42% in Reading.	2. Percentage of all students in masters remained the same in Reading from 17% to 17%.	
	3. All students increased approaches from 73% to 83% Math.	3. All students decreased in meets from 40% to 35% in 4th grade math.	
School Culture and Climate	1. Six weeks attendance celebrations and MOY and EOY drawings were held for students with 1-2 absences and those with improvements.	1. Duplicate incident referrals occur between our Hispanic and African-American male students per Discipline Report. Hispanic= 93% enrollment; 76% of referrals, African-American=3 % enrollment; 13% referrals	
	2. Grades 2, 3rd and Specials have received PD for Restorative Practices.	2. An increase percentage of students exhibit social/emotional needs.	
	3. PBIS Matrix has been created to set clear, consistent expectations to all teachers and students.	3.	
Staff Quality/ Professional Development	1. PLCs and pull-outs were focused on analyzing student work and data after interim assessments and benchmarks. Driven by Data protocol was followed with 2-5th math, 5th grade science and 4th grade writing.	1. Teachers did not receive enough support to implement the Learning Model to the best of their abilities due to lack of trainings and coach leaving MOY.	
	2. Some teachers received content specific PD based on campus needs: 3rd-4th Writing, 1st grade SGGR, 2-3rd and Specials Restorative Practices, 4th grade math.	2. All teachers did not receive enough PD to break down the standards to ensure alignment.	
	3. All teachers and paraprofessionals are highly effective	3. Not enough time was allotted for PLC's to ensure teachers collaborated and gained skills in instruction	
Curriculum, Instruction, and Assessment	1. Teachers received an overview of 3 best practices: Small Group Instruction, Standards Alignment, Assessment and Formative Feedback.	1. Teachers did not receive enough support in order to implement the 3 best practices identified this year: Small Group Instruction, Standards Alignment, Assessment and Formative Feedback due to lack of PD and coach leaving MOY.	
	2. Kinder-2nd grade are utilizing Fountas and Pinnell data to group students	2. Teachers identified a need for more support/time with the creation of IPCs in order to ensure high leverage standards are being identified and planned accordingly.	
	3. Technology integration: ALL in Learning in 3rd-5th grade utilized to receive immediate feedback after DOLs.	3. Not all teachers are trained to give students DOLs at the end of their lessons	

Family and Community Involvement	1.	Partnership with SouthCliff Baptist Church: hosting Spring Break Camp.	1.	PTO events were parent led.
	2.	Coffee with Principals occur once a month with a minimum of about 15 parents attending.	2.	Not all events/communication were provided in both English and Spanish.
	3.	PTO/Parents as teachers program are active.	3.	Not enough volunteer opportunities were created due to lack of parent liaison.
School Context and Organization	1.	Master schedule allows for common planning.	1.	Two DL classrooms; Kinder and 3rd grade had more than 22 students while some RP classrooms had less than 16 students. Kinder DL=27 students and 3rd grade=26
	2.	4-5th math grade teachers decide how they will assess their students after each lesson; DOLs and quick checks.	2.	Not all committees were able to meet due to lack of opportunities during 2 staff meetings and teachers not able to meet on other days.
	3.	Some committees met regularly to plan events; Literacy and Hospitality.		
			3.	

Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 220 - Contreras ES, Alice D.

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Executive Director: Marion Mouton

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2019.	68.97	37.93	18.39		
	Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from beginning-of-year to end-of-year (baseline)					

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 LEP	Percentage of 2nd-5th grade students completing 2 lessons per week at 75% or higher will increase from BOY to EOY as evidenced via the Achieve 3000 report.	<ol style="list-style-type: none"> Leadership and teachers will implement and ensure students are meeting district and campus Achieve 3000 goals; students completing 2 articles with a 75 percent or higher by following the Achieve 3000 computer lab schedule. Students will track their growth monthly and meet with teachers to review their goals and growth. Students will be celebrated based on growth/effort. Each student will have a folder where their goal sheets along with other Achieve 3000 documents will be kept. 	Instructional Leadership	5/22/2020	Local (Basic Allotment)	3,000		
2 LEP	100 percent of Kinder-2nd grade students will be assessed via Fountas and Pinnell every 6 weeks as evidenced via tracking sheets. 100 percent of students will participate in MAP fluency assessment as evidenced via reports. This will be done in order to improve student academic achievement.	<ol style="list-style-type: none"> Leadership team and teachers will assess/monitor all K-2nd grade students every six weeks. Teachers will meet with students to goal set and review their growth every six weeks. Students will be celebrated based on growth/efforts. Students will track their growth in their personal tracking sheets and teachers will display data on a visual representation in the classroom every six weeks. Parents will receive growth information every six weeks. 	Instructional Leadership	5/22/2020	Local (Basic Allotment)	5,000		
3 LEP	100 percent of identified Tier 3 students will participate in daily reading interventions as evidenced in Title 1 teacher's schedule in order to improve student academic achievement.	<ol style="list-style-type: none"> Title 1 teacher will provide interventions for all students who are not reading on grade level as measured by MAP fluency and F&P assessment for lower grades and Achieve 3000 and Benchmark; STAAR performance for upper grades. Teacher will utilize LLI and Estrellita and other STAAR aligned resources. Teacher will utilize STAAR aligned materials for 3-5th grade students. 	Instructional Leadership	5/22/2020	Title I	61,362		

4	LEP	100 percent of teachers identified for SGGR PD support will implement best practices learned in the sessions in order to improve student achievement as evidenced by walkthrough feedback and data.	<ol style="list-style-type: none"> 1. Teachers will participate in pull-out PD sessions targeting best practices to implement during their SGGR block in order to improve student achievement. 2. Admin will conduct walkthroughs and provide feedback. 3. Data will be analyzed and next action steps will be determined. 	Principal	12/20/2019	Title I	2,000		
5	LEP	75 percent of students identified based on data will participate in after school and Saturday interventions/enrichments in order to increase the academic success of all students; approaches, meets, masters. This will be evidenced via attendance sheets.	<ol style="list-style-type: none"> 1. Students will be identified based on data. 2. Teachers will be selected. 3. Parents will sign permission slips. 4. Dates will be determined as well as materials. 5. Students will participate in after school tutorials/enrichments in order to increase their success; approaches, meets, masters. 6. Teachers will submit attendance sheets. 	Instructional Leadership	5/22/2020	Title I	6,006		
6	LEP	Data Analyst will prepare and facilitate weekly PLC/data meetings in order to improve student achievement in all grade levels as evidenced via agendas and sign-in sheets.	<ol style="list-style-type: none"> 1. Leadership Team will meet once a week with all grade levels to review data. 2. Data Analyst will guide teachers in the identification of high leverage standards to reach. 3. Data Analyst will also lead PLCs. 4. Data Analyst will support teachers with their instruction in order to improve student achievement. 	Instructional Leadership	5/22/2020	Title I	58,383		
7	SPED	100 percent of teachers will embed Flocabulary in their weekly lesson plans in order to support students' vocabulary acquisition. This will be evidenced via lesson plans and reports.	<ol style="list-style-type: none"> 1. Flocabulary will be renewed. 2. Teachers will receive PD. 3. Teachers will implement Flocabulary in daily lessons in order to improve students' vocabulary. 	Principal	9/27/2019	Special Education	2,694		
8	LEP	GT teachers will receive PD targeting Project Based Learning in order to differentiate their instruction for GT students. This will be evidenced via PD sign-in sheets.	<ol style="list-style-type: none"> 1. Teachers will identify resources needed to support GT students. 2. Teachers will receive additional supports following the Project Based Model to implement with students. 	Instructional Leadership	12/20/2019	Gifted & Talented	216		
9	LEP	<p>100 percent of identified Tier 3 students in grades K-2nd will participate in LLI/Soluciones provided by classroom teachers. This will be evidenced via SG instruction and data reports.</p> <p>100 percent of students will participate in Accelerated Reader (AR) in order to improve reading engagement and reading Lexile levels.</p>	<ol style="list-style-type: none"> 1. LLI Kits and materials will be purchased for identified teachers. 2. Teachers will receive PD in order to ensure high quality execution. 3. Tier 3 students will be identified to receive this intervention. 4. Tracking sheets will be created and maintained by teacher. 5. Tracking sheets/data will be reviewed during data meetings and RTI meetings. 6. Students will meet with teachers and set Accelerated Reader (AR) goals. 7. Students will track their progress in class/library. 	Principal	9/6/2019	SCE	5,196		
10	LEP	Identified grade level teachers will receive TEKS aligned resources in order to implement in their classrooms to improve student academic achievement by November 2019.	<ol style="list-style-type: none"> 1. Teachers will collaborate and identify STAAR aligned research based approved resources. 2. Resources will be ordered by November 2019. 3. Teachers will receive and implement TEKS aligned resources in order to improve student achievement by December 2019. 	Instructional Leadership	10/18/2019	Local (Basic Allotment)	6,500		

11	LEP	Dual Language teachers will receive bilingual TEKS aligned resources in order to improve student academic achievement by November 2019.	1. Teachers will collaborate and identify STAAR aligned research based approved resources. 2. Resources will be ordered by November 2019. DL teachers will receive and implement bilingual resources in order to improve academic achievement.	Instructional Leadership	9/13/2019	Bilingual	1,734		
12	LEP	Accelerated Reader(AR) will be purchased for all students in 1st-5th grade in order to improve motivation and reading Lexile levels by September 17, 2019.	1. AR will be renewed. 2. Teachers will set/monitor student AR goals. 3. Students will be celebrated every six weeks. 4. Parents will be notified via the School Library newspaper.	Instructional Leadership	9/13/2019	Local (Basic Allotment)	2,000		
13	LEP	Librarian will order books that are representative of our school demographics by November 2019.	1. Librarian will inventory our current campus books 2. Librarian will order books that are representative of our campus demographics: Hispanics, African-American, white and other....	Instructional Leadership	12/20/2019	Local (Basic Allotment)	5,000		
14	LEP	100 percent of identified teachers will embed general supplies such as intervention/acceleration materials in their daily lessons in order to improve student achievement in all grade levels by November 2019. This will be evidenced via lesson plans and classroom walkthroughs.	1. Teachers/Admin will collaborate and identify research-based TEKS aligned resources to order. 2. General supplies such as intervention/acceleration materials will be purchased in order to improve student achievement in all grade levels. Such materials may include Soluciones/LLI kits. 3. Teachers will embed such materials by November 2019. 4. Admin will review lesson plans and conduct walkthroughs. 5. Feedback will be provided to teachers through Strive.	Instructional Leadership	12/20/2019	Title I	10,000		
15									

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

Campus Name: 220 - Contreras ES, Alice D.

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
		Percent of students at grade level or above in Math will increase from	44	49

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 LEP	A minimum of 2 math data meetings will be conducted monthly following the Paul Bambrick Santoyo model after interim assessments and benchmarks as evidenced via agendas and PLC minutes.	1. Teachers will participate in PLC/Data meetings weekly. 2. Teachers will identify highest leverage TEKS to reteach. 3. Students/teachers will track data after each assessment.	Instructional Leadership	5/22/2020	Local (Basic Allotment)	5,000		
2 LEP	75 percent of identified students will participate in after school and Saturday interventions/enrichments targeting the different levels; approaches, meets and masters as evidenced via attendance sheets.	1. Students will be identified via data reports. 2. Teachers will be identified. 3. Parents will receive permission slips. 4. Students will participate in interventions/enrichments after school and during Saturday camps. The goal will be to move students from not meeting to approaches, approaches to meets and meets to masters. 5. Attendance sheets will be submitted.	Instructional Leadership	5/22/2020	Title I	6,006		
3 LEP	100 percent of teachers will participate in Book Study: Fundamental 5 in order to improve student academic achievement. Teachers will sign in per PD session. Walkthrough feedback will be provided after every session as evidenced via Eduphoria.	1. Purchase Fundamental 5 book. 2. Identify PD dates on master calendar. 3. Teachers will receive Fundamental 5 book and participate in Book Study. 2. Teachers will implement all 5 best practices in the classroom in order to improve student academic achievement. 4. Administrators will conduct walkthroughs in order to monitor fidelity to the Fundamental 5. 5. Admin will provide teacher's feedback based on walkthroughs. 6. Teachers will implement feedback.	Principal	8/16/2019	Local (Basic Allotment)	1,000		
4 LEP	100 percent of identified teachers will participate in Pull-out PD sessions in order to improve academic achievement. These teachers will implement identified best practices in their execution of lessons. This will be evidenced via walkthrough feedback provided in Eduphoria.	1. Teachers/Admin will identify needed PD 2. Teachers will participate in pull-out PD sessions where they will acquire best practices to implement in the classroom in order to improve student academic achievement. 3. Teachers will identify best practices they will implement in their classrooms. 4. Admin will conduct walkthroughs and provide feedback. 5. Teachers will implement feedback.	Principal	4/24/2020	Title I	3,000		

5	LEP	100 percent of 3-5th grade teachers will utilize All in Learning a minimum of 3 times a week in order to improve student academic achievement. This will be evidenced via All in Learning reports and lesson plans.	<ol style="list-style-type: none"> 1. We will pay to have the ALL in learning license renewed. 2. Teachers will utilize All in Learning as a tool to gather immediate feedback and then adjust instruction based on the data. This will allow students/teachers to receive immediate feedback and address misconceptions within a reasonable amount of time. 3. Teachers will utilize All in Learning a minimum of 3 times a week. 4. ALL in learning data will be reviewed during PLCs in order to determine next action steps per classroom. 	Principal	9/13/2019	Title I	4,000		
6	LEP	100 percent of identified teachers will utilize/embed Computer enrichment programs such as Education Galaxy and/or Test Maker in order to ensure alignment with the TEKS which will result in the improvement of student academic achievement. They will embed such resources a minimum of 2 times per week as evidenced via reports and lesson plans.	<ol style="list-style-type: none"> 1. Computer rich programs will be purchased. 2. Teachers will implement computer rich programs such as Education Galaxy and Test Maker in order to ensure there is alignment with the TEKS. 3. Students will participate in such programs daily on order to improve their levels of proficiency. 4. reports will be monitored. 	Principal	9/27/2019	Title I	7,000		
7	LEP	100 percent of identified teachers will embed general supplies such as intervention/enrichment materials weekly in order to improve student achievement in all grade levels. This will be evidenced via student work and lesson plans.	<ol style="list-style-type: none"> 1. Teachers will identify general supplies such as intervention/enrichment materials that are aligned to the TEKS. 2. These materials will be purchased/implemented in order to improve student achievement in all grade levels. 3. Students will utilize these supplies in order to improve their levels of proficiency. 4. Student work will be analyzed during PLCs. 5. Lesson plans will be reviewed weekly. 	Instructional Leadership	12/20/2019	Title I	7,000		
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BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

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EOY Status:

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