

# Fort Worth Independent School District 2019-2020 Campus Improvement Plan

**Campus Name:** 226 - Seminary Hills Park ES

**Principal:** Delgado, Lorena

**Executive Director:** Hilda Caballero

## 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: 95.9  
Special Education: 10.8  
Dual Language/ESL: 58  
Gifted and Talented: 4.7

Career and Technology: 0  
Percentage of at-risk students: 83.6  
Percentage of English Language (EL) students: 58.8  
Percentage of economically disadvantage students: 92.3

### 2019-2020 Campus Site-Based Committee

Name	Role
Lorena Ferrales	Principal
Patricia Lee	Teacher
Francis Jimenez	Parent
Georgett Jones	Business Representative
Becky Biser	Community Representative
Sylvia Vera	Campus Non-Teacher Professional
Sondra Buie	Teacher
Lauren Felczak	Teacher
Edna Jeri	District Employee Relations Council Representative
Devona Burgess	Additional Representative Appointment
Karen Hardy	Additional Representative Appointment
Latrice Tate	Campus Non-Teacher Professional
Sharon Darnell	Additional Representative Appointment
Sherri Trujillo	Other
Paula Kurecka	Business Representative
Lori Lopez	District Level Staff

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Seminary Hills Park ES. 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: <b>Student Achievement</b> 57	<b>77 - Met Standard</b>
Domain 2: <b>School Progress</b> 80	
Domain 3: <b>Closing The Gaps</b> 71	

### 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 Achievement 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

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. Very Diverse	1. LEP students need ELA support	1. 1. Strengthen all teacher pedagogy through professional development
		2. Low # of identified SpEd students	2. 2. Provide differentiated instructional support
	2.	3.	3. 3. Track student progress
Student Achievement	1. Closing the Achievement Gap 71%	1. Domain 1 Achievement 57%	4. 4. Provide meaningful opportunities for family and community engagement
	2. Progress Measure 80%	2. Third Grade Els significantly below grade-level	5.
	3. Monthly Reading levels monitored	3. Below district in most grade-levels and subjects	
School Culture and Climate	1. Reduced suspension rates	1. Rtl system is over whelming	
	2. Strong teacher-student relationships	2. Student achievement celebrations	
	3. Campus-wide expectations andare revisited every 6 weeks	3.	
Staff Quality/ Professional Development	1. Teacher-leaders providing PD	1. Differentiate pd for teachers	
	2. New Teacher support system including the New Teacher specialist	2. New Teacher training -prioritize the info they receive, observe veteran teachers	
	3. FWISD Writing trainings	3. Understanding all grade-level TEKS at beginning of the year	
Curriculum, Instruction, and Assessment	1. Adaptive computer programs for Reading and Math	1. Grades 2-4 are not meeting the 75% average goal on Achieve lessons	
	2. Grades 3-5 are completing at least 2 weekly lessons in Achieve	2. Resourses to support instruction of students	
	3.	3. 1st graders at kinder reading level - need to be doing Smarty Ants in lower grades	

<b>Family and Community Involvement</b>	1.	Strong PTA	1.	More meaningful opportunities for parent engagement
	2.	Support for refugee families	2.	Similar Read 2 Win program with grades 3-5
	3.	Read 2 Win Volunteers	3.	Need DL Reading Coaches
<b>School Context and Organization</b>	1.	Low teacher referrals/student incidents	1.	Insufficient funds for needed programs
	2.	Same teacher in grades 3 and 4	2.	ELL support
	3.		3.	

# Academic Excellence Goals

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

Campus Name: 226 - Seminary Hills Park ES

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Executive Director: Hilda Caballero

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.	43.48	17.39	8.70	43%	
	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 Title I	100% of teachers lesson plans will align to the state standards and students expectations as measured by teacher's lesson plan, delivery and dimension 1.1 score.	<p>CLT will provide PD on TEKS</p> <p>CLT will provide PD on ELPS and the implications it has with TEKS</p> <p>CLT will provide PD on Comprehension and Academic Rigor</p> <p>CLT will be provided subs for meeting and PD</p> <p>Admin team will monitor Lesson plans and provide feedback on alignment between TEKS, learning objectives, lesson activity, and assessment.</p> <p>Admin team will use the monthly walkthrough focus to provide feedback to teachers on alignment of the state standards.</p>	Principal	5/28/2019	Local (Basic Allotment)	2,000	On Target	
2 Title I	100% of the Administration Team will develop a progress monitoring tool that supports deliberate planning, implementation of goals and adjust fluidly based on needs of students as measured by student performance on local and state assessment.	<p>Teachers will have weekly vertical PLCs to look for strong delivery of Tier 1 instruction with high academic rigor.</p> <p>Teachers will create an instructional planning calendar to support tracking of the progress and submit to the campus SharePoint once every six weeks.</p> <p>Admin and teacher will use LEAD4ward to support plans and see the rigor expected</p> <p>Teacher will use All in Learning to support the tracking of data.</p> <p>Data Analyst will provide assessment results and analyze the data with teachers.</p>	Instructional Leadership	9/27/2019	Title I	3,000	On Target	
3 Title I	At least 70% of Tier 2 students grades 1-2 will receive LLI/SIL Interventions by a certified professional tutor as measure by Fountas and Pinnell assessment results.	<p>Hire an LLI/SIL tutor to deliver reading intervention lessons.</p> <p>Provide a tracking sheet to review on a monthly basis.</p> <p>Conduct a benchmark reading assessment during the BOY, MOY and EOY.</p>	Instructional Leadership	10/1/2019	Title I	8,000	Not Started	

4	Title I	100% of teacher will have present in every lesson the non-negotiables expectations provided to them as measured by walkthroughs.	Administration will provide a Reading Expectation guidelines form for teachers to follow. Teachers will model and work with students on what good readers do during reading and provide appropriate questions to allow students to apply what they have learned. They will demonstrate through writing and speaking. Listening, speaking, reading, and/or writing will be present during every lesson. Every reading will consist of analysis of text and inferencing.	Instructional Leadership	9/30/2019	Local (Basic Allotment)	2,816	On Target
5	Title I	100% of Teachers will use electronic tracking sheet and data binder to track students progress.	Data Analyst will share a progress monitoring tool that can be track students progress electronically Data Analyst will provide Data Binder expectations to teacher to track and tier their students. Teachers will bring their data binder to all PLCs, Data Meetings and Staff Meeting.	Instructional Leadership	5/28/2020	Title I	64,852	On Target
6	Title I	100% of staff will deliver Tier 1 instruction to reinforce low performing TEKS during Bee Time five times a weeks as measured by Administration's Walkthroughs and observations.	Teachers will receive an additional staff to support them during Bee Time Teachers grade 3 - 5 will focus on Reading, Math and Science using the Think Up resource Teachers will align IPCs to Bee Time learning objectives to lesson plans learning objectives Teachers will group students homogenously to provide the appropriate amount of rigor to the activity	Teacher(s)	5/28/2020	SCE	3,336	Above Target
7	Title I	100% of the Campus will implement the campus Target Improvement Plan with a focus on instructional leadership and objective driven daily lesson plans with formative assessments as measure by the artifacts submitted to the state.	Administration and DSCI will attend the Effective Schools Training CLT will meet and conduct a self-assessment and develop a TIP The CLT will meet quarterly to monitor the plan The campus administration will be intentional about monitoring the TIP and closing the feedback loop	Instructional Leadership	5/28/2020	Local (Basic Allotment)	1,500	On Target
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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

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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	24%	40%	EOY
	By June of 2020, students grade 3 - 5 reading score will increase from 19% to 35% at the meets level as measured by the 2020 STAAR Reading assessm	20	35	

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	100% of teachers will focus on teaching comprehension skills in math and reading using various literacy strategies to support students critical thinking skills and problem solving skills as measured by their Tier 1 instruction.	Admin Team and Teacher leaders will attend Professional Development conferences on math, reading and school improvement to bring back to the campus and redeliver Teachers will use the campus-wide problem solving process. Students will be provided multiple opportunities to apply Reading, Writing, Speaking and Listening skills. Admin team will focus on a comprehension skills each month and provide teachers feedback on how they can increase students' comprehension skills.	Instructional Leadership	5/28/2020	Title I	5,000	On Target	
2 Title I	100% of teachers ensure parents understand their child's Reading and RIT levels and how they can support their child's academic growth in the home as measured by the sign-in sheet at our parental involvement nights.	The campus will conduct BOY, MOY and EOY parent meetings and provide student-led conferences on their data The Administration team will conduct meetings every six weeks and after every benchmark provided by the district or campus starting with 2nd grade. Conduct parent conferences following the 2nd and 4th six weeks report cards. Offer afterschool interventions/tutoring by certified teachers for identified struggling students	Teacher(s)	5/28/2020	Title I	800	On Target	
3 Title I	100% of teachers will create IPCs that identify the SE, Objective, Vocabulary and material and resources at the beginning of every six-weeks as measured by the campus SharePoint submittal.	Teachers will use the provided template to help them to map out their focus. Teachers will focus on low performing TEKS to reinforce their Tier 1 instruction. The campus will purchase supplemental materials to support instruction. Teachers grade Pre-K - 5 will conduct vertical PLC to identify TEKS that will be taught and how to teach with a focus on comprehension, and analyzing.	Teacher(s)	4/9/2020	Title I	2,008	Below Target	

4	LEP	100% of teachers who service EL students will use TELPAS descriptors to determine students ability to understand and explain the lesson/student expectations as measured ESL strategies being used throughout their lesson.	Teachers will be provided PD on TELPAS descriptors Teachers will use the Four-Point speaking Rubric and TEKS alignment to guide students' application of Listening, Speaking, Reading and Writing skills. Admin will utilize Four-Point speaking Rubric and TEKS alignment to give teacher feedback on student discussions.	Teacher(s)	10/1/2019	Bilingual	1,171	On Target
5	Title I	100% of Teachers will create SMART goals that align with the campus' CEIP focus.	Admin will provide PD for Teachers on what a SMART goal consists of Teachers will post all SMART Goals in the classroom Administration will monitor SMART Goal progress every 6 weeks during PLC vertical alignment meetings. Administration will hold a goal-setting conference during the BOY, MOY and EOY to discuss students learning objective progress.	Teacher(s)	5/28/2020	Local (Basic Allotment)	1,500	On Target
6	SPED	100% of our special populations will receive services that are aligned to their IEPs.	Teachers will attend all ARDs, using data and intervention and the studetns IEPs to help support students learning. Special Education teachers will attend additional PD to help support the different learning needs of their students. Resources will be purchased to support the different learning needs of students.	Other	5/28/2020	Special Education	3,414	Below Target
7	Title I	100% of identified GT students and/or Talent pool students will receive pull out services from a GT Specialist and will sustain or demonstrate at least one performance level growth as measure by local and state assessments.	Students will be identified by the AAIL Department and received pull out services weekly. Students will be provided with materials and access to technology to support their learning needs.	Other	5/30/2020	Gifted & Talented	137	On Target
8	Title I	100% of staff and students will be provided resources, supplemental materials and experiential opportunities to sustain or demonstrate at least one performance level growth as measure by local and state assessments.	Teachers will make request for materials to support student achievement using the campus-wide procedures Supplemental resources will be purchased to support intervention and enrichment opportunities for students The campus will purchase multiple resources, approved supplemental resources and provide students with experiential opportunities to enhance their academic growth	Instructional Leadership	5/30/2020	Local (Basic Allotment)	13,000	On Target
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15								

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Leadership Feedback:

**MOY Status:**

Principal Evidence:

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**EOY Status:**

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