

168-Springdale ES

LeAnn Moreno

Shawn Buchanan

## 2018-19 Schoolwide Programs: Campus Improvement Plan

### 168-Springdale ES

Principal: LeAnn Moreno

Executive Director: Shawn Buchanan

## State Accountability Status

**Met Standard**

### Campus Distinctions

Top 25% Student Progress

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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SELECT A DISTINCTION DESIGNATION

### Campus Mission/Vision Statement

*in progress with faculty*

### CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 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** Priority / Turnaround Plans

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.

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

## 2018 -2019 State Accountability Domain Scores

Domain 1: <b>Student Achievement</b>	70
Domain 2: <b>School Progress</b>	86
Domain 3: <b>Closing The Gaps</b>	79

## SBDM Members

Name	Role
Laurie Whiddon	Parent
Alma Ayala	Parent
Gabriela Morales	Parent
Rick Ward	Business Rep
John Guess	Community Rep
Juan Padilla	Community Rep
Lou Chapman	Business Rep
Mike Elizondo	Teacher
Sean Boone	Teacher
Starlene Howell	Teacher
Nan Visethsinh	Teacher
Kelly Gillham	Campus Non-Tch Prof
Cindy Forestier	District-Level Staff
	Select
	Select
	Select
	Select
	Select

## Fort Worth ISD Mission

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

# Comprehensive Needs Assessment Summary

## Comprehensive Needs Assessment Summary for 2018-2019

**Campus:** Springdale Elementary

**Principal:** LeAnn Moreno

<b>Data Sources Used</b>  Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	No	Data Accuracy
	Yes	Attendance	No	Cohort Analysis	Yes	Surveys
	Yes	Discipline	Yes	Support Systems	No	Fund Balance
	Yes	Instruction	Yes	Intervention Services	No	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here
<b>Area Reviewed</b>	<b>Summary of Strengths</b>		<b>Summary of Needs</b>		<b>Priorities</b>	
	What were the identified strengths?		What were the identified needs?		What are we going to intervene? If addressed, this need will create the most impact.	
<b>Demographics</b>	1.	Predominately Hispanic	1.	Attendance rate decreasing	<b>Address low performing students in literacy (1-3 Intervention for Tier II &amp; III students across Address Attendance of students and staff Lesson planning/vertical alignment/collaboration Parent Conferences/Parental academic awareness</b>	
	2.	Low mobility rate	2.	Student/teacher ratio needs to be		
	3.	GT Population Increasing				
<b>Student Achievement</b>	1.	Continued increase in Index 2,	1.	Student literacy levels 1-3 years	6.	
	2.	Regular RtI PLCs/monitoring	2.	Need accountability measures for		
	3.	Award System for Academic	3.	Increase in student math fluency		
<b>School Culture and Climate</b>	1.	Established clubs well attended	1.	More extra-curricular after-school	7.	
	2.	Staff Support one another	2.	Increase social/emotional resources		
	3.	Positive student/teacher	3.	Build vertical relationships, build		
<b>Staff Quality/ Professional Development</b>	1.	Low Staff turnover	1.	Professional Development in Literacy,	8.	
	2.	All staff highly qualified	2.	Time and resources for team/vertical		
	3.	PBIS /Restorative Training	3.	,Large number of Tier II & III students		
<b>Curriculum, Instruction, and Assessment</b>	1.	Reading intervention support	1.	Increase push-in support in core	9.	
	2.	PD directly supports campus	2.	Observations/videos of other		
	3.	Learning Walks, Observations of				
<b>Family and Community Involvement</b>	1.	PTA Established	1.	Parent University	10.	
	2.	Several community partners	2.	Parent Conference days - Increase		
	3.	Strong core of active parent	3.	Continue to strengthen and grow		
<b>School Context and</b>	1.	All stakeholders have	1.	Understaffed to provide required		
	2.	Follow District Motto and core	2.	Need for schedules that maximize		

<b>Organization</b>			
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	→ 168-Springdale ES							
<b>Budget Summary</b>	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	<b>TOTAL</b>
	\$ 26,925	\$ 5,772		\$ 1,833	\$ 194	\$ 7,039	\$ 142,616	184,379

**2018-19 Schoolwide Programs: Campus Improvement Plan**

**Budget Summary**

Principal: LeAnn Moreno

Leadership Director: Shawn Buchanan

**Summary by Fund Source**

Fund Source→	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	<b>GRAND TOTAL budgeted in CEIP</b>
Student Outcome Goals	0	0	0	0	0	0	61,893	\$ 61,893
Campus Needs - Student Achievement	0	0	0	0	0	0	0	\$ -
Campus Needs	0	0	0	0	0	0	5,000	\$ 5,000
Parent/Family Engagement Health Related	4,400	0	0	0	0	0	2,212	\$ 6,612
<b>TOTAL</b>	<b>\$ 4,400</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 69,105</b>	<b>\$ 73,505</b>
<b>Allocations</b>	<b>26,925</b>	<b>5,772</b>	<b>-</b>	<b>1,833</b>	<b>194</b>	<b>7,039</b>	<b>142,616</b>	184,379
<b>Percent Budgeted</b>	16%	0%	NA	0%	0%	0%	48%	40%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount							
Allocations	Student Outcome							-
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

# Student Outcome Goals

## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: LeAnn Moreno

## Student Outcome Goals Action Plan

Leadership Director: Shawn Buchanan

<b>Fort Worth ISD Student Outcome Goal Alignment</b>	Goal:	1 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.
	Progress Measures:	1.1 Percent of students in grades K-3 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from 27% to 37% by 2019.
		1.2a Percent of 2-3 grade students completing two weekly lessons on FWISD progress monitoring system for reading will increase from 22% to 37% by 2019.
		1.2b Percent of grade 2-3 students achieving 75% or higher on FWISD progress monitoring system for reading will increase from 8% to 28% by 2019.
		1.3 Percent of students in grade 3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from 42% to 59% by 2019.

<b>Focus SMART Goal Student Achievement and Progress</b>	<b>Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)</b>	<b>Baseline (BOY)</b>	<b>to Target</b>	<b>by Deadline</b>
		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	41% English 19% Spanish	<del>44%</del> English <del>22%</del>
1.1	Percent of students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from	51% English	54%	EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	26%	29%	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	47%	50%	EOY
1.3	Percent of students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from	NA	50%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1, 2, 3, 4, 8	LEP	Students will go to computer lab at least once per week to complete 1 of the 2 Achieve3000 or Smarty Ants lessons and use chromebook cart/computers in classroom to complete the other required lessons	K-5th Teachers	September 2018 - May 2019	Faculty Mgt/PLC	Title I	\$ 10,803.00	Achievement
1, 2, 3, 9, 10		Teacher training to implement system for effective instruction and monitoring of Achieve3000 and Smarty Ants	Admin, Achieve3000 consult	On-going as needed	Pull-Out/ Vendor			Tchr/Staff Quality
2, 9	LEP	All students grades 2-5 will complete at least two Achieve3000 lessons each week	Admin, 2-5 Teachers	Weekly	Faculty Mgt			Closing Gaps
1, 2,	LEP	Monitor reading levels in K-3 by utilizing F&P data - TIER III students receive pull-out intervention (LLI/SIL), TIER II push-in support	Admin, Assistants	Weekly	Pull-Out/ PLC	Title I	\$ 47,500.00	Progress
1, 3, 9	SPED	Small Group Guided Reading instruction will take place four days a week for the TIER II and III students, including ELL and SPED	Administration, Instructional Coach, PK-5 Teachers	Weekly	PLC			Closing Gaps
3, 4,	SPED	Purchase Library books at varying levels to improve reading achievement at all grade-levels	Librarian	On-going		Title I	\$ 3,590.00	Achievement



**2018-19 Schoolwide Programs: Campus Improvement Plan**

**Student Outcome Goals Progress Monitoring**

Principal: LeAnn Moreno

Leadership Director: Shawn Buchanan

**Opportunity** Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus	#VALUE!	BOY %	MOY %	EOY %	Target %	Difference
<b>SMART Goal</b>						
<b>(Target Element Systems)</b>	Students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool	51% English 49% Spanish			54%	#VALUE!
	Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading	<b>26.0%</b>			29%	-3.0%
	Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading	<b>NA</b>			50%	#VALUE!

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Students will meet the district required number of lessons on Achieve3000/Smarty	1-(Achievement) Students will go to computer lab at least once per week to complete 1 of the 2 Achieve3000 or Smarty Ants lessons and use chromebook cart/computers in classroom to complete the other required lessons	Computer lab schedule, Reports will indicate student usage of programs				
2 Teachers will implement program with fidelity	2-() Teacher training to implement system for effective instruction and monitoring of Achieve3000 and Smarty Ants	Achieve training hosted at Springdale in August, continued training as needed				
3 Student performance on lessons in required program will meet	3-() Leadership monitor expectation of 2 weekly lessons on Achieve3000 and 75% on first attempt and campus wide monitoring system	Leadership agendas, reports from programs				
4 Reading levels in grades	4-() Monitor reading levels in K-3 by utilizing F&P data	Data reports from F&P				
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# Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: LeAnn Moreno

Campus Needs - Student Achievement Action Plan

Leadership Director: Shawn Buchanan

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Springdale Elementary will increase the overall passing rate on the 4th grade Writing STAAR from 33% to 50% by April 5, 2019.		Baseline (BOY)			Target (EOY)		
			Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
Goal 1	85% of 4th grade students will be able to write at least 18 of the 26 lines of an expository composition by February 22, 2019			0.00%	50.00%	15.00%	3.00%	
Goal 2	85% of 4th grade students will be able to write an expository composition based on a given prompt by April 1, 2019	NA	NA	NA				
Goal 3	70% of 4th grade students will score 70% or higher on Editing and Revising on the district benchmark by April 1, 2019	NA	NA	NA				
Goal 4	All teachers PK-5 will utilize the grade appropriate writing rubric to enhance writing instruction so that grade 4 writing on approach grade-level as measured by the STAAR increases from 33% to 50%							

		Alignment		Expectations				Focus → Achievement & Quality
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	4	LEP	4th grade teachers will participate in writing PD delivered by PLI	PLI	September	Pull-Out		Tchr/Staff Quality
2	3, 9	LEP	Writing folders and conference logs will be checked every grading period - evidence of grade appropriate rubrics should be noted	Leadership Team	Every 6 wks	Faculty Mgt/PLC		Tchr/Staff Quality
3	2, 3, 9	LEP	4th grade students will address a campus-based writing prompt in October and March which should show an increase in number of lines completed, address expository text, scored against grade-appropriate rubric	Leadership Team, 4th grade writing team	on-going	Faculty Mgt/PLC		Progress
4	2, 3, 9	LEP	Small Group Instruction for all TIER II and TIER III students at least three times a week on editing and revising skills and composition skills	Leadership Team, 4th grade writing teachers	Weekly	Faculty Mgt/PLC		Closing Gaps
5			Purchase STAAR formatted material for instruction/intervention	Admin, Teachers	Fall		Title I	Closing Gaps
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**2018-19 Schoolwide Programs: Campus Improvement Plan**

**Campus Needs - Student Achievement Progress Monitoring**

Principal: LeAnn Moreno

Leadership Director: Shawn Buchanan

<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	85% of 4th grade students will be able to write at least 18 of the 26 lines of an expository composition by February 22, 2019						
	85% of 4th grade students will be able to write an expository composition based on a given prompt by April 1, 2019						
	70% of 4th grade students will score 70% or higher on Editing and Revising on the district benchmark by April 1, 2019						
	All teachers PK-5 will utilize the grade appropriate writing rubric to enhance writing instruction so that grade 4 writing on approach grade-level as measured by the STAAR increases from 33% to 50%						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Improved teacher craft	4th grade teachers will participate in writing PD delivered by PLI	Certificate on Eduphoria				
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# Campus Needs

## 2018-19 Schoolwide Programs: Campus Improvement Plan

## Campus Needs - Student Achievement Action Plan

Principal: LeAnn Moreno

Leadership Director: Shawn Buchanan

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

<b>Focus</b> <b>SMART Goal</b> <b>Campus</b> <b>Priorities</b>	<b>Springdale Elementary will increase the overall passing rate (approaches level) on 3rd and 4th grade Math STAAR from 71% to 75% (3rd grade) and from 76% to 80% (4th grade) by April 5, 2019.</b>			Baseline (BOY)	to Target	by Deadline	
	Goal 1	75% of students in 1st grade will be at/or above grade-level on MAP EOY assessment					EOY
	Goal 2	75% of students in 2nd grade will be at/or above grade-level on MAP EOY assessment					EOY
	Goal 3	75% of students in 3rd grade will be at/or above grade-level on MAP EOY assessment					EOY
	Goal 4	80% of students in 4th grade will be at/or above grade-level on MAP EOY assessment					EOY

	Title I Components	PBMA	Alignment		Expectations				Focus
			Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	3, 9	LEP	Analyze student math assessments to determine instructional/intervention needs	Leadership, Math Teachers, Instructional Coach	On-Going	PLC			Closing Gaps
2	1,9	LEP	Assistants will pull students identified by classroom teacher/data for interventions based on student needs as determined by assessment analysis in grades 2-4	Leadership, Math Teachers, Title I Assistants	Daily	Pull-Out			Closing Gaps
3	1, 2, 3	SPED	Small Group Math instruction will take place four days a week for the TIER II and III students in all grades, including ELL and SPED. Math teachers will utilize MAP resources, Motivation Math, etc. for intervention.	Leadership, Math Teachers, Instructional Coach	Daily	Faculty Mgt/PLC			Closing Gaps
4		LEP	Best practices - vertical alignment/lesson planning to take place 2x/year (ideally October and January).	Leadership, Teachers, Instructional Coach	2x/year	Pull-Out/ PLC	Title I	\$ 5,000.00	Tchr/Staff Quality
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: LeAnn Moreno

Leadership Director: Shawn Buchanan

Opportunity	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)					
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	75% of students in 1st grade will be at/or above grade-level on MAP EOY assessment				0%	
	75% of students in 2nd grade will be at/or above grade-level on MAP EOY assessment				0%	
	75% of students in 3rd grade will be at/or above grade-level on MAP EOY assessment				0%	
	80% of students in 4th grade will be at/or above grade-level on MAP EOY assessment				0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 math assessment scores will increase over time		Math Assessment Results, Data Reports				
2 student achievement in math will increase	2-(Closing Gaps) Assistants will pull students identified by classroom teacher/data for interventions based on student needs as determined by assessment analysis in grades 2-4	Rosters of students needing intervention, Assistant Schedules				
3 student achievement gaps in math will close	3-(Closing Gaps) Small Group Math instruction will take place four days a week for the TIER II and III students in all grades, including ELL and SPED. Math teachers will utilize MAP resources, Motivation Math, etc. for intervention.	Lesson Plans, MAP usage/results reports, materials used for intervention				
4 Lesson planning will be purposeful, instruction	4-(Tchr/Staff Quality) Best practices - vertical alignment/lesson planning to take place 2x/year (ideally October and January).	Lesson plans, Agendas				
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# Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: LeAnn Moreno

Leadership Director: Shawn Buchanan

The 2018-19 CIP format includes a new section to document family/community engagement and health related requirements.

Focus SMART Goal	REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL		Baseline (BOY)	to Target	by Deadline
	REQUIRED ONE HEALTH RELATED GOAL				
	Goal 1	Springdale Elementary will focus on the social/emotional needs of students by participating in at least four professional development trainings for staff to meet the mental health needs of our students by May 31, 2019			
	Goal 2	Springdale Elementary PTA will increase parent membership from 34 parent memberships to 70 parent memberships by May 31, 2019			
	Goal 3 (Optional)	Springdale Elementary will increase per semester average daily student attendance by .5% as compared to attendance data from 2017-2018 school year.			
Goal 4 (Optional)					

Title I Component	PBMAS	Alignment		Expectations					
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus	
1	ex. 1, 3,	LEP	Teachers will participate in Restorative Practice, PBIS, Lifelines, Respect Agreement and other social/emotional/mental health trainings	Leadership, Counselor, Teachers	On-going	Faculty Mgt			HEALTH
2	3, 4	SPED	ALL teachers will have respect agreements posted in the classroom and participate in circles with students as needed.	Leadership, Classroom Teachers	On-going	Faculty Mgt			HEALTH
3	6	LEP	PTA will host a membership drive offering 3 different membership opportunities - first drive ends August 31st	PTA, Leadership	August	After Sch			FAMILY
4	6	LEP	PTA will facilitate an interactive fundraiser to get families engaged and boost membership	PTA, Leadership	December	After Sch			FAMILY
5	6	LEP	PTA will recruit and have a presence at ALL family night events	PTA, Leadership	On-going	After Sch			FAMILY
6			PTA will have representation at Donuts with Dad, Goodies with Grandparents, Muffins with Mom and other family engagement events held at school	Family Communication Liaison, Leadership, PTA Rep	On-going		Title I	\$ 2,212.00	FAMILY
7			Campus attendance plan will establish goals per six weeks. Focus on reducing number of student absences with each six weeks marking period.	Leadership, Attendance Committee	On-going				FAMILY
8			Establish rewards/motivation system including grade-level and school-wide competitions. Incentives in place for targeted students with chronic absenteeism.	Leadership, Attendance Committee	On-going		Local	\$ 4,400.00	FAMILY
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