

208-TA Sims ES

Andrea Harper

Sonja Starr-Malone

2018-19 Schoolwide Programs: Campus Improvement Plan

208-TA Sims ES

Principal: Andrea Harper

Executive Director: Sonja Starr-Malone

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

School is to encourage, educate and empower each child by providing positive learning experiences.

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

Select 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: Student Achievement	56
Domain 2: School Progress	85
Domain 3: Closing The Gaps	72

SBDM Members

Name	Role
Andrea Harper	Campus Non-Tch Prof
Angelica Castaneda	Additional Appointed Rep
Delain Sandifer	Additional Appointed Rep
Sally Sharadin-McWhorter	Campus Non-Tch Prof
Rose Moreno	District-Level Staff
Lisa Dews	Teacher
Alice Emmert	Teacher
Lazaro Nava	Teacher
Itzamara Pinon	Teacher
Fatima Barrientos	Teacher
Mayra Lazo	Parent
Kam Taylor	Parent
Lorena Santillanes	Parent
Gay Ingram	Community Rep
Michael Britton	Business Rep
Gretchen Greer	Dist Emp Relations Council Rep
	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:	T.A. Sims Elementary		
Principal:	Andrea Harper		
Data Sources Used Make a selection for each by choosing from the drop down	No Graduation Yes Attendance Yes Discipline Yes Instruction Yes Curriculum Yes Student Data	No Feeder Pattern Analysis No Cohort Analysis Yes Support Systems Yes Intervention Services No Dropout Identification Yes Achievement Gap	No Data Accuracy Yes Surveys Yes Fund Balance Yes Recruit & Retain Quality Staff No VOC-Customer Feedback No Other - enter data source here
Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	1 Enrollment: 776 students. 22 of	1 Loss of instructional time due to	1. Academic language development for all students. 2. Close the achievement gap for African-American 3. Build teacher capacity in all areas to promote student
Student Achievement	1 22 on Index 4 2016-2017 2 63% students met standard for	1 Students not reading on grade level K-5 2 Achievement gap between African-	4. Increase parent engagement and involvement. 5. Decrease absences and tardies.
School Culture and Climate	1 Zero out-of-school suspensions to 2 Extracurricular opportunities for 3 Implementation of school-wide	1 Inconsistencies with incentives that 2 Behaviors of students with social	
Staff Quality/ Professional Development	1 Campus mentors assigned to all 2 Participation in targeted	1 PLCs are not teacher-led with action 2 Professional development is not	
Curriculum, Instruction, and Assessment	1 The implementation of teacher- 2 Grade-level and individual data	1 Teacher content knowledge does not 2 Schedules to monitor instruction are	
Family and Community Involvement	1 Successful and ongoing 2 Parent engagement opportunities 3 Zumba class offered on a daily	1 Volunteering opportunities are not 2 Workshops to develop parents' abilities	
School Context and Organization	1 After school program provides 2 School-wide PBIS model is in	1 Lack of outreach to engage parents as 2 Lack of communication and 3 School-wide focus on reading is not	

		208-TA Sims ES						
Budget Summary	Local	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	(Basic Allotment)							
	\$ 44,407	\$ 8,496		\$ 2,607	\$ 367	\$ 3,195	\$ 180,659	239,731

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Andrea Harper

Leadership Director: Sonja Starr-Malone

Summary by Fund Source

Fund Source	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CEIP
Student Outcome Goals	8,000	0	0	2,607	367	0	110,000	\$ 120,974
Campus Needs - Student Achievement	2,400	0	0	0	0	3,195	60,359	\$ 65,954
Campus Needs	34,007	8,496	0	0	0	0	0	\$ 42,503
Parent/Family Engagement Health Related	0	0	0	0	0	0	10,300	\$ 10,300
TOTAL	\$ 44,407	\$ 8,496	\$ -	\$ 2,607	\$ 367	\$ 3,195	\$ 180,659	\$ 239,731
Allocations	44,407	8,496	-	2,607	367	3,195	180,659	239,731
Percent Budgeted	100%	100%	NA	100%	100%	100%	100%	100%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount							\$ -
Allocations	Student Outcome							60,007
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Andrea Harper

Student Outcome Goals Action Plan

Leadership Director: Sonja Starr-Malone

Fort Worth ISD Student Outcome Goal Alignment	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.

Focus SMART Goal Student Achievement and Progress	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
		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	20%	60%
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	49%	75%	EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	28%	70%	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	53%	63%	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	44%	65%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	LEP	K-2nd Grade Structured Literacy Instruction progress monitored monthly; training provided by Nehaus; supplies & materials	Rdg teachers/Instructional Coach	Each 6 weeks	Pull-Out	Title I	\$ 5,000.00	Tchr/Staff Quality
2	SPED	Implement schoolwide model/expectation for differentiated small group instruction that includes running records (provide materials/supplies for SG protocol) with support provided by Teacher Assistants	Rdg teachers/Admin	weekly	PLC	Title I	\$ 33,000.00	Closing Gaps
3	LEP	Instructional Coach provides model lessons, coaching, support to improve teacher practice and student achievement	Instructional Coach	daily	Pull-Out	Other	\$ 60,007.00	Tchr/Staff Quality
4	LEP	Accelerated Reader used to build student fluency/comprehension	Rdg teachers/Librarian	monthly		Local	\$ 8,000.00	Progress
5	LEP	Achieve 3000 to provide targeted intervention, track student lexile growth by student and class (include technology for student use such as computers, laptops, and ipads)	Rdg teachers/Admin	weekly	Faculty Mgt	Title I	\$ 7,000.00	Progress
6	LEP	Data Analyst plans and facilitates individual Teacher/Grade Level Data Meetings to analyze weak SEs; review student work and plan targeted reteach (utilize technology such as All In Learning Weekly Tracker with class avg and individual student progress, materials and supplies for monitoring of student data; subs used to meet with teachers individually)	Rdg teachers/Data Analyst	Each 6 weeks	Pull-Out	Title I	\$ 60,000.00	Achievement

7	SPED	Vertical alignment to discuss common assessments, develop schoolwide strategies, increase teacher efficacy of equity & excellence for all students	Rdg teachers/Data Analyst	Beg, Mid, End of Year	Faculty Mgt	Title I	\$ 5,000.00	Closing Gaps
8	LEP	Differentiated instruction to increase percentage of students at Masters level as evidenced by student work samples	Classroom Teacher	daily		GT	\$ 367.00	
9	LEP	Bilingual Spanish/English books for school and classroom libraries to increase access to quality literature for all reading levels	Librarian	Beg, Mid, End of Year		Bilingual	\$ 2,607.00	
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2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal: Andrea Harper

Leadership Director: Sonja Starr-Malone

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

Focus SMART Goal (Target Element Systems)	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 20 to 60 percent.	BOY %	MOY %	EOY %	Target %	Difference
	Students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool				75%	
	Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading				70%	
	Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading				65%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Andrea Harper

Campus Needs - Student Achievement Action Plan

Leadership Director: Sonja Starr-Malone

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	Campus Needs Goals and Measures (Baselines-X and Targets-Y)		Baseline (BOY)			Target (EOY)		
			Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
Goal 1	Reading - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Reading will increase by 5% for the All Student Group Grades4-5		55.00%	22.00%	6.00%	65.00%	32.00%	16.00%
Goal 2	Writing - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Writing will increase by 5% for the All Student Group		47.00%	22.00%	2.00%	57.00%	32.00%	12.00%
Goal 3								
Goal 4								

		Alignment		Expectations				Focus → Achievement &
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	LEP	Writing PD, Coaching & Model Lessons	Inst. Coach & Tchr	monthly	Pull-Out	Title I	\$ 2,000.00	Tchr/Staff Quality
2	LEP	Schoolwide focus on Writing PK-5 that includes PD for writing across contents and writing folder check to ensure writing as a process (supplies and materials) use of rubrics that are developmentally appropriate	PK-5 Teachers/Admin	every 6 weeks	Faculty Mgt	Title I	\$ 20,000.00	Progress
3	LEP	PLCs with a focus on studying student work for Writing that are aligned with state standards(supplies, materials, contracted services)	PK-5 Teachers/Instr. Coach	monthly	Pull-Out/ PLC	Title I	\$ 11,859.00	Tchr/Staff Quality
4	LEP	Tutorials after school and Saturdays with supplemental materials to provide targeted interventions based on individual student data	Teachers	weekly	After Sch	Title I	\$ 26,500.00	Closing Gaps
5	LEP	Equity training for staff, campus visits with coaching & feedback that engage and empower teachers to be more conscious & intentional in providing quality learning experiences for all children based on individual student data	Care Team, E-Team, Admin Team	monthly	Faculty Mgt	Local	\$ 2,400.00	Closing Gaps
6	SPED	Grade level and Individual Teacher Data Meetings to analyze data, develop strategic action plans, and individual education plans to meet the needs of all students	Data Analyst, Inst. Coach, & Tchr Leaders	every 6 weeks	Pull-Out	SPED	\$ 3,195.00	Closing Gaps
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Andrea Harper

Leadership Director: Sonja Starr-Malone

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (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
	Reading - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Reading will increase by 5% for the All Student Group Grades4-5						
	Writing - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Writing will increase by 5% for the All Student Group						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Andrea Harper

Leadership Director: Sonja Starr-Malone

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	Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z)			Baseline (BOY)	to Target	by Deadline	
	Goal 1	PBIS - Enrollment percentage gap for unduplicated students receiving out-of-school suspensions as documented in FWISD Cycle Reports for target group will decrease from			11%	5%	EOY
	Goal 2	Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase from			91%	96%	EOY
	Goal 3						EOY
	Goal 4						EOY

Title I Components	PBMAS	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	LEP	PBIS plan implemented that utilizes schoolwide common area expectations, proactive classroom management and restorative practices	Counselors/Teachers/Admin	daily		Local	\$ 10,000.00	Culture and Climate
2	LEP	Incentives (bulldog bucks) provided for positive behavior with reward to redeem bucks for a prize from the school store	All Faculty/Parent Liaison	daily		Local	\$ 9,000.00	Culture and Climate
3	LEP	Attendance pep rally to motivate students to attend school daily and on time; correspondence to parents, rewards for good attendance	Admin Team	weekly		Local	\$ 7,007.00	Culture and Climate
4	LEP	Teacher monitor attendance and contact parent, refer chronically absent student concerns to Counselor then make calls to parents and provide needed supports	Teacher & Counselor	daily		Local	\$ 7,000.00	Culture and Climate
5	LEP	Work with Stay In School Coordinator to send warning letters, make home visits, and conduct SART meetings	Attendance Clerk & Admin	every 3-6weeks		Local	\$ 1,000.00	Culture and Climate
6	LEP	Travel and assemblies aligned with state standards for students to build knowledge and awareness of college, careers, Fine Arts, STEM, Literacy, and History. Thus motivating students to aspire and achieve at higher levels of learning.	Lead Teachers	Beginning, Middle, and End of year		SCE	\$ 8,496.00	Achievement
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Andrea Harper

Leadership Director: Sonja Starr-Malone

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)					
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	PBIS - Enrollment percentage gap for unduplicated students receiving out-of-school suspensions as documented in FWISD Cycle Reports for target group will decrease from				5%	
	Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase from				96%	
					0%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/-Δ)
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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: Andrea Harper

Leadership Director: Sonja Starr-Malone

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	Parent/family participation in at least 1 campus-based organization will increase from	4%	8%	EOY
	Goal 2	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	90%	100%	EOY
	Goal 3 (Optional)				
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	LEP	Host parent education program such as Avance and PAT to help parents prepare their children academically and socially for pre-school	Principal and Parent Liaison	weekly beginning Sept.7		Other		FAMILY
2	LEP	Parent Liaison will coordinate with existing campus organizations to communicate events and secure more parent participation	Parent Liaison	monthly		Title I	\$ 9,550.00	FAMILY
3	LEP	PE Teacher will include a calendar of fitness gram testing with lesson plans that detail activities and completion dates for each grade level to Administrator	PE Teacher	Sep.28		Title I	\$ 500.00	HEALTH
4	LEP	PE Teacher will meet with Admin upon completion of Fitness Gram Testing to share results, goals, and next steps to increase student health and well-being	PE Teacher	BOY & EOY		Title I	\$ -	HEALTH
5	LEP	PE Teacher will distribute Fitness Gram report cards within the approved timeline	PE Teacher	BOY & EOY		Title I	\$ 250.00	HEALTH
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