

186-David K Sellars ES

Steven Mattic

Todd Koppes

2018-19 Schoolwide Programs: Campus Improvement Plan

186-David K Sellars ES

Principal: Steven Mattic

Executive Director: Todd Koppes

State Accountability Status

Met Standard

Campus Distinctions

Top 25% Student Progress

Top 25% Closing Achievement Gap

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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SELECT A DISTINCTION DESIGNATION

Campus Mission/Vision Statement

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: Student Achievement	75
Domain 2: School Progress	84
Domain 3: Closing The Gaps	77

SBDM Members

Name	Role
Sheene Campbell	Teacher
Lesley Hooks	Teacher
Cynthia Winston	Campus Non-Tch Prof
David Guerra	District-Level Staff
Lisa Trujillo	Parent
Sheryl Lazano	Community Rep
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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: David K. Sellars Elementary School

Principal:

Data Sources Used 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	No	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	
Area Reviewed	Summary of Strengths		Summary of Needs		Priorities	
	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.	
Demographics	1.	Parental Involvement has increased	1.	Building stronger relationships amongst students, parents, and	Provide additional personnel support to assist with smaller group sizes to implement more hands on increase reading lexile levels amongst ALL grade levels Provide on-going PD with staff on how to plan Tier 1 Increase technology to effectively implement district's expectation regarding Achieve 3000. Provide more problem solving/real world training to assist with math	
	2.	More students are starting to be promoted on or close to grade	2.	Provide PD for Dual Lang Teachers with a mixed-classroom setting		
	3.	Attendance increased by 2%	3.			
Student Achievement	1.	75% or higher of students are passing STAAR at approaching or	1.	Writing data reflects students are still scoring at a level 2 instead of a 4	Provide additional personnel support to assist with smaller group sizes to implement more hands on increase reading lexile levels amongst ALL grade levels Provide on-going PD with staff on how to plan Tier 1 Increase technology to effectively implement district's expectation regarding Achieve 3000. Provide more problem solving/real world training to assist with math	
	2.	TELPAS Writing data reflects growth	2.	Growth in reading levels is still limited in lower grades		
	3.	Analysis of instructional data for math and reading	3.	Math data reflects that students are performing below expectation in the area of problem solving		
School Culture and Climate	1.	Low staff turnover	1.	Continue to provide on-going training and support to build relationships esp. for challenging students	Provide additional personnel support to assist with smaller group sizes to implement more hands on increase reading lexile levels amongst ALL grade levels Provide on-going PD with staff on how to plan Tier 1 Increase technology to effectively implement district's expectation regarding Achieve 3000. Provide more problem solving/real world training to assist with math	
	2.	Welcoming environment to stakeholders	2.	Increase parental involvement regarding academics and students'		
	3.	Teachers volunteer their time after school and weekends to tutor, and provide sports clubs				
Staff Quality/ Professional Development	1.	Highly qualified staff	1.	Teachers need continued support in implementing rigorous Tier One	Provide additional personnel support to assist with smaller group sizes to implement more hands on increase reading lexile levels amongst ALL grade levels Provide on-going PD with staff on how to plan Tier 1 Increase technology to effectively implement district's expectation regarding Achieve 3000. Provide more problem solving/real world training to assist with math	
	2.	65% of teachers are GT Certified	2.	Lower grades need to work on having higher expectations and pacing		

Curriculum, Instruction, and Assessment	1.	Higher than the district's	1.	Continue to implement PLC Meeting
	2.	Common planning amongst grade levels	2.	PD for teachers with administrators and coaches/Title One Teachers
Family and Community Involvement	1.	Parent Teacher Association (PTA) is strong	1.	Improve communication to inform parents of campus-wide initiatives and
	2.	Students programs/sports team	2.	Identify families in need and provide assistance when possible
School Context and Organization	1.	An abundant amount of staff	1.	Expand extracurricular activities

	→ 186-David K Sellars ES							
Budget Summary	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	\$ 36,929	\$ 6,096		\$ 1,215	\$ 497	\$ 3,429	\$ 172,578	220,744

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Steven Mattic

Leadership Director: Todd Koppes

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	14,929	6,096	0	1,215	0	2,000	22,978	\$ 47,218
Campus Needs - Student Achievement	14,000	0	0	0	497	1,429	147,000	\$ 162,926
Campus Needs	7,000	0	0	0	0	0	800	\$ 7,800
Parent/Family Engagement Health Related	1,000	0	0	0	0	0	1,800	\$ 2,800
TOTAL	\$ 36,929	\$ 6,096	\$ -	\$ 1,215	\$ 497	\$ 3,429	\$ 172,578	\$ 220,744
Allocations	36,929	6,096	-	1,215	497	3,429	172,578	220,744
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							-
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Action Plan

Principal: Steven Mattic

Leadership Director: Todd Koppes

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	45%	65%
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	55%	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	76%	90%	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	45%	75%	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	53%	75%	EOY

Title I Components	PBMA	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,2	CTE	Achieve 3000 trainings and teacher discussions about best practices/intervention strategies	Williams, Holmes, Teachers	10/4/2018	PLC			
1,2	CTE	Acknowledge classrooms that have a 75% or higher on the 1st try score on Achieve 3000	Holmes, Williams	Weekly	Faculty Mgt/PLC	Title I	\$ 5,000.00	Achievement
1	CTE	K-2 Teachers will have PD on running records to help assess student reading levels	Humphrey, Teachers	10/4/2018	PLC	Title I	\$ 5,000.00	Progress
1, 2,8	CTE-SPED	Discuss goals, track student progress and develop interventions and reteach plans	Admin. Team, Richardson	At least once every 6 weeks	PLC	Title I	\$ 1,200.00	Closing Gaps
1, 2	CTE	Data Analyst and AP to create recognition board in main hallway.	Holmes, Williams	bi-monthly				
1, 2	CTE	Teachers will establish an incentive system to reward students for lexile and reading level growth.	Teachers	Monthly		Local	\$ 4,929.00	Achievement
1, 2	CTE	Incorporate Technology on a daily basis within the learning	Teachers	Daily	Faculty Mgt/Vendor	Local	\$ 10,000.00	Achievement
1, 2	CTE-LEP	Incorporate Spanish books within the learning	Teachers	Daily	Pull-Out/Vendor	Bilingual	\$ 1,215.00	Achievement
1.2.4	CTE-SPED	Incorporate Small Group PD and workstation initiative	Teachers/Coach	Daily	Faculty Mgt/Vendor	SPED	\$ 2,000.00	Tchr/Staff Quality
1.2.3.8	CTE	Incorporate Small Group push in and pull out interventions	Admin/teachers/ retired teachers	Daily	Pull-Out/PLC	SCE	\$ 6,096.00	Achievement

11	1,2,3,8	CTE	Purchase technology for all grades for Renaissance Learning	Teachers/Coach	Throughout the school year		Title I	\$ 11,778.00	Culture and Climate
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2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal: Steven Mattic

Leadership Director: Todd Koppes

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 45 to 65 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		55.0%			75%	-20.0%
Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading					90%	
Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading					75%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Teachers implementing Achieve 3000	1-() Achieve 3000 trainings and teacher discussions about best practices/intervention strategies	Meeting agenda and sign-in sheets	On Target			
2 Students tracking sheets	2-() Acknowledge classrooms that have a 75% or higher on the 1st try score on Achieve 3000	Announcements/ Achieve 3000 Board	On Target			
3 Teachers' documentation of FP	3-() K-2 Techers will have PD on running records to help assess student reading levels	Running Records tracking sheet	On Target			
4 analyze data to improve student achievement	4-() Discuss goals, track student progress and develop interventions and reteach plans	PD/Tracking sheets	On Target			
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Steven Mattic

Campus Needs - Student Achievement Action Plan

Leadership Director: Todd Koppes

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

Focus	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
SMART Goal Campus Priorities	Goal 1	Students in grades 4th-5th math levels will increase in meets and masters measured by district and state assessments by 10%	81.00%	28.00%	23.00%	91.00%	38.00%	33.00%
	Goal 2	Percent of students in grades 3rd -5th receiving Meets and Masters on STAAR increases 10% by May 2019	53.00%	25.00%	15.00%	69.00%	35.00%	25.00%
	Goal 3	Students in grades 4th-5th Reading reading levels will increase in meets and masters measured by district and state assessments by 10%	76.00%	34.00%	26.00%	86.00%	44.00%	36.00%
	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	3,1,2,8	CTE	Title 1 Tutor will pull students identified for interventions based on student	Admin. Team, Teachers,	Daily	Pull-Out	Title I	\$ 10,000.00	Closing Gaps
2	1,3,8,9	CTE-LEP	Small group reading instruction and interventions will occur at least 4 days each week, in all classrooms	Richardson, Teachers, Tutors	Daily	Pull-Out/ PLC	Title I	\$ 3,000.00	Progress
3	1,2,4,3,8	CTE	Alignment						
4	1,2,3	CTE	All students from 2nd-5th will complete at least two Achieve 3000 lessons each week	Classroom Teacher/Principal	Daily	Pull-Out/ Vendor	Title I	\$ 3,000.00	Culture and Climate
5	1,3,9	CTE-SPED	Small group instruction will take place at least four days a week for Tier 2 and Tier 3 students including Sped	Classroom Teacher/Principal	Daily	Pull-Out/ Vendor	SPED	\$ 1,429.00	Progress
6	1,2,3,8,9	CTE-LEP	Incorporate Spanish materials into the learning as resources	Teacher/Principal	Daily	Pull-Out/ Vendor	Title I	\$ 3,000.00	Culture and Climate
7	1,2,3,4,8	CTE	Incoproate technology into the daily learning	Teacher/Principal	Daily	Faculty Mgt/Vendor	Local	\$ 4,000.00	Culture and Climate
8	1,2,4,8	CTE-LEP	Provide Training for teachers	Title One Teachers/Coach	Daily	Pull-Out/ Vendor	Title I	\$ 128,000.00	Tchr/Staff Quality
9	1,2,3,9	CTE-LEP	Provide Training for adminisrators to increase instructional leadership	Admin	Throughout the year	Pull-Out/ Vendor	Local	\$ 10,000.00	Tchr/Staff Quality
10	2,3,9	CTE	Additional resources for teachers to incorpate into the learning	Admin. Team, Teachers, and Title 1 Tutors	Throughout the year		GT	\$ 497.00	Closing Gaps
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Steven Mattic

Leadership Director: Todd Koppes

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

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
	Students in grades 4th-5th math levels will increase in meets and masters measured by district and state assessments by 10%						
	Percent of students in grades 3rd -5th receiving Meets and Masters on STAAR increases 10% by May 2019						
	Students in grades 4th-5th Reading reading levels will increase in meets and masters measured by district and state assessments by 10%						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Classroom observation	Title one teacher push in and pull out to assist students	Teacher schedules	On Target			
2 Sign in sheets/walkthrough	Incorporate Small group pd for staff and expectations	Level Readers Check-out sheet	Not Started			
3 Campus training/students reports	Training for Achieve 3000 and epectations for two Achieve lessons	Students Achieve3000 tracker	On Target			
4 Budget/Purchase Orders	Purchase resources in Spanish/resources for teachers	Classroom observations	Not Started			
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Steven Mattic

Leadership Director: Todd Koppes

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	David K Sellars attendance percentage will increase by the end of the year from 96% to 98% daily attendance rate.			96%	98%	EOY
	Goal 2						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	1, 2	CTE	Hallway display board	Holmes	Weekly		Title I	\$ 800.00	Progress
2	1, 2	CTE	Flight Deck Perfect Attendance Party	Teachers, Admin. Team, Clerk, PTA	6 Weeks		Local	\$ 4,000.00	Progress
3	1, 2	CTE	On Campus Perfect Attendance Celebrations	Teachers, Admin. Team, Clerk,	6 Weeks		Local	\$ 3,000.00	Progress
4	1, 2	CTE-SPED	Run weekly attendance reports, identify students with multiple absences, make home visits as necessary	Williams, Clerk, Hardy	Weekly				Progress
5	1	CTE-LEP	Create and implemnet an attendance committee to create a plan of action	teachers	3 to six weeks				Progress
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Steven Mattic

Leadership Director: Todd Koppes

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
	David K Sellars attendance percentage will increase by the end of the year from 96% to 98% daily attendance rate.	96.0%			98%	-2.0%
					0%	
					0%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Print attendance reports from focus	1-() Hallway display board	Classrooms with 98% and higher attendance posted on hallway board	On Target			
2 Counselor to make home visits for students with multiple absences	4-() Run weekly attendance reports, identify students with multiple absences, make home visits as necessary	Increased number of classes posted on attendance board	On Target			
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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: Steven Mattic

Leadership Director: Todd Koppes

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	to Target	by Deadline
	REQUIRED ONE HEALTH RELATED GOAL		(BOY)		
	Goal 1	Maintain 100% of students tested in FitnessGram	0%		29-May
	Goal 2	Increase parent involvement by 10%	63%	75%	29-May
	Goal 3 (Optional)				
Goal 4 (Optional)					

Title I Component	PBMAS	Alignment		Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	6	CTE-LEP	Celebrate Grandparents Day	Parent Liasion	9/7/2018	Pull-Out	Title I	\$ 800.00	FAMILY
2	6	CTE-LEP	Conduct Open House for parents to learn about the school, procedures, and curriculum	Admin. Team, Teachers, Counselor, PTA	Oct-18		Title I		FAMILY
3	6	CTE	Report Card Pick up	Teachers	6 Weeks		Local	\$ 1,000.00	FAMILY
4	6	CTE	Health: PE Teacher will complete Fitnessgram testing for all students	PE Teacher	End of October				HEALTH
5	6	CTE	Celebrate Grand Parents Day	Parent Liasion	7-Sep		Title I	\$ 500.00	FAMILY
6	6	CTE	Parent Communication SPecialist will provide nutrition classes for parents	PCS	Ongoing		Title I	\$ 500.00	FAMILY
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2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Progress Monitoring

Principal: Steven Mattic

Leadership Director: Todd Koppes

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

Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	Maintain 100% of students tested in FitnessGram				0%	
	Increase parent involvement by 10%				75%	
					0%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 review events added	Create and send home a calendar of events	Calendar of events	On Target			
2 send reminder message through	Call parents using the calling system in inform of upcoming events	Parent phone calls	On Target			
3 Track Participation	Incentives for the classrooms that have the highest participation rates	sign in sheets	On Target			
4 Track attendance and participation	Teachers and PTA work together to create well-planned activities	Teacher and parent input	On Target			
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