

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

**139-Kirkpatrick ES**

Principal: Christine Renteria

Executive Director:

**State Accountability Status**

**Met Standard**

**Campus Distinctions**

SELECT A DISTINCTION DESIGNATION

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**Campus Mission/Vision Statement**

*ith ALL students. As a member of the Kirkpatrick Community, I will be accountable to deve*

**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>	65
Domain 2: <b>School Progress</b>	77
Domain 3: <b>Closing The Gaps</b>	75

**SBDM Members**

Name	Role
Christine Renteria	Campus Non-Tch Prof
Ritu Balial	Additional Appointed Rep
Ericka Carranza	District-Level Staff
Margarita Guzman	Teacher
Adriana Clark	Teacher
Cristina Sanchez	Parent
	Parent
	Parent
Brenda Martinez	Community Rep
Luis Herrera	Teacher
Loruhama Martinez	Teacher
Juanita Rodriguez	Additional Appointed Rep
	Select
	Select
	Select
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	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:** Kirkpatrick Elementary

**Principal:** Christine Renteria

<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	No	Support Systems	No	Fund Balance
	Yes	Instruction	No	Intervention Services	No	Recruit & Retain Quality Staff
	No	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.	Faculty, Staff, and students have opportunities to work with and learn from diverse cultures of our community.	1.	Student data of LEP (non-Spanish) demonstrates underperformance in all content areas.	<b>1. Increase cultural awareness among all stakeholders.</b> <b>2. Decrease ELL achievement gap</b>	
			2.		<b>3. Increase parental involvement</b>	
<b>Student Achievement</b>	1.	Using data (Achieve 3000) to create Small Groups for	1.	According to Achieve data 63% students are below grade level in reading in 2nd-5th. .	<b>4. Align instructional expectations across grade levels</b>	
	2.	Use of Fountas and Pinnell for monitoring lower grades and RTI students' Reading levels			<b>5.</b>	
			2.			
<b>School Culture and Climate</b>	1.	Honorable Character and our "P	1.	Sign in sheets show an average of 12-15 parents/families at family/parent		
	2.	Relational Practices training has	2.	Teachers have expressed the need		
			3.	Staff alignment with PBIS and Relational Practices		
	3.	Social Emotional Health				
<b>Staff Quality/ Professional</b>	1.	PD aligned to CEIP and District	1.	Teachers have expressed the need for		
	2.	Teachers led on PD (Faculty	2.	PLC to plan for upcoming content		

<b>Development</b>			Teachers expressed a need for PD
<b>Curriculum, Instruction, and Assessment</b>	1. ELPS implemented	1.	Teachers expressed a need for PLC time to plan for upcoming content
	2. SGGR, SGI for Math and Science implemented		
<b>Family and Community Involvement</b>	1. Open door policy for parents	1.	Strengthen partnership with families at out of and after school events
	2. After school program		
	3. Clubs		
<b>School Context and Organization</b>	1. Teacher leaders	1.	Program for assisting our Newcomer population
	2. Achieve Lab Schedule and Smarty Ants Schedules	2.	Scheduling and classroom structures that are conducive to student needs
	3. Schedule flexibility for student needs (master schedule)		

	→ 139-Kirkpatrick ES							
<b>Budget Summary</b>	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	\$ 22,376	\$ 4,248		\$ 1,603	\$ 137	\$ 1,052	\$ 111,347	140,763

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

**Budget Summary**

Principal: Christine Renteria

Leadership Director:

**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	0	0	0	0	0	0	90,568	\$ 90,568
Campus Needs - Student Achievement	0	0	0	0	0	0	1,400	\$ 1,400
Campus Needs	0	0	0	0	0	0	3,776	\$ 3,776
Parent/Family Engagement Health Related	0	0	0	0	0	0	9,836	\$ 9,836
<b>TOTAL</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 105,580	\$ 105,580
<b>Allocations</b>	<b>22,376</b>	<b>4,248</b>	<b>-</b>	<b>1,603</b>	<b>137</b>	<b>1,052</b>	<b>111,347</b>	140,763
<b>Percent Budgeted</b>	0%	0%	NA	0%	0%	0%	95%	75%

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: Christine Renteria

Leadership Director:

<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			23%	33%	EOY
	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			28%	38%	EOY
	1.2a Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from			35%	42%	EOY
	1.2b Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from			26%	36%	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			N/A	70%	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, 8, 9	LEP	Data Driven Meetings for Tracking Reading Growth at 3 Levels: Campus, Classroom, Student led by Data Analyst	Juanita Rodriguez	Every 6 Weeks	Pull-Out	Title I	\$ 58,238.00	Progress
2	1, 2, 8, 9	LEP	Daily Implementation Small Group Instruction in Reading and Math based on Student Data Needs	Teachers and TA Pull-out	Daily	Saturday	Title I	\$ 19,360.00	Progress
3	1, 8, 9		Achieve 3000 and AR program data will be monitored for average usage, activity scores, and Lexile Growth	A.P., Librarian, and Teachers	Weekly		Title I	\$ 11,600.00	Progress
4	1, 2, 8, 9	SPED	Monthly monitoring of Reading Progress for Tier 2 and Tier 3 with Fountas and Pinnell through RTI	Teresa Ortiz and Teachers	Monthly	Pull-Out	Title I	\$ 1,370.00	Closing Gaps
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6			Fringe on Title 1 Positions					\$ 7,173.00	
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# 2018-19 Schoolwide Programs: Campus Improvement Plan

# Student Outcome Goals Progress Monitoring

Principal: Christine Renteria

Leadership Director:

**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 23 to 33 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				38%	
	Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading				42%	
	Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading				70%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Student Data Tracking of Achieve, F & P, Interim, BM	Data Driven Meetings for Tracking Reading Growth at 3 Levels: Campus, Classroom, Student led by Data Analyst	Student Data Folders, Data Meeting Agendas, Feedback on Reteach	Not Started			
2 Daily Schedules with Small Group Time	Daily Implementation Small Group Instruction in Reading and Math based on Student Data Needs	Schedules and Feedback on SG Instruction	On Target			
3 Achieve Folders for all 2nd-5th Students	Achieve 3000 and AR program data will be monitored for average usage, activity scores, and Lexile Growth	Achieve Folders	On Target			
4 Edugence Documentation and	Monthly monitoring of Reading Progress for Tier 2 and Tier 3 with Fountas and Pinnell through RTI	Edugence Documentation and Google Form for F & P	On Target			
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# Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Christine Renteria

Leadership Director:

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	67.00%	29.00%	11.00%	75.00%	34.00%	15.00%
	Goal 2							
	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	1, 2, 8	LEP	Alignment of Standard- Based IPCs to Daily Learning Objective	Teachers	Every 6 Wks	Faculty Mgt		Progress	
2	1, 2, 8, 9	LEP	Rollout Teaching Trust Data Meetings- Impact Grade (3rd)	Teaching Trust Team	October 11 and every 6 weeks	Faculty Mgt		Progress	
3	1, 2, 8, 9	LEP	Data Meetings focused on Reteach with Highest Leverage Gap	Teaching Trust Team	Every 6 Wks	PLC		Closing Gaps	
4	1, 2, 8, 9	LEP	Saturday Camps for Enrichment opportunities for mastery and acceleration in Reading and Math to be conducted 2XSemester	A.P. and Teachers	October 20, November 3, January 26, February 9	Saturday	Title I	\$ 1,400.00	Progress
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Christine Renteria

Leadership Director:

<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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<b>Focus SMART Goal (Target Element)</b>	<b>Progress Monitoring (Target Element Systems)</b>	<b>MOY</b>			<b>EOY</b>		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
<b>Focus SMART Goal (Target Element)</b>	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	<b>67.0%</b>	<b>29.0%</b>	<b>11.0%</b>			

<b>Action Step Progress Measure</b>	<b>Implementation Action Steps - Progress (Target Element Strategies)</b>	<b>Implementation Evidence</b>	<b>BOY Status</b>	<b>MOY Status</b>	<b>EOY Status</b>	<b>Reflections/Feedback (+/Δ)</b>
1 IPCs per Grade Level	Alignment of Standard- Based IPCs to Daily Learning Objective	IPCs, Lesson Plans, and Daily Objectives	On Target			
2 Data Meetings scheduled	Rollout Teaching Trust Data Meetings- Impact Grade (3rd)	Data Meeting Agendas	Not Started			
3 Data Meetings scheduled	Data Meetings focused on Reteach with Highest Leverage Gap	Data Meeting Agendas	Not Started			
4 Scheduled Camps and Permission Forms	Saturday Camps for Enrichment opportunities for mastery and acceleration in Reading and Math to be conducted 2XSemester	Attendance Logs	Not Started			
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# Campus Needs

## 2018-19 Schoolwide Programs: Campus Improvement Plan

## Campus Needs - Student Achievement Action Plan

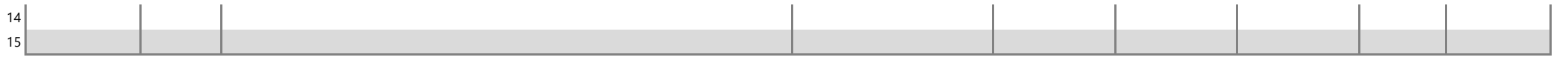
Principal: Christine Renteria

Leadership Director:

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	Student Progress - Percent of students meeting expected or above growth in Math will increase from			43%	53%	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	8	LEP	Data driven meetings for tracking growth and student targets at 3 levels: Campus, Classroom, and Students	Data Analyst, Admin, and Teachers	Week of Oct 29th, Dec. 10, Jan. 28 (4th/5th only), Feb. 12 (3rd only), March 19	Pull-Out	Title I	\$ 1,370.00	Progress
2	4		PD and collaboration on instructional best practices for Accountable Talk	Instructional Coach and Leadership Team	Week of Oct. 1	PLC			Tchr/Staff Quality
3	1, 2, 9,		Student tracking of personal math data for interim assesments and benchmarks.	Data Analyst, Admin, Teachers, Students	Every 6 Wks	Pull-Out			Progress
4	1, 2,8		Math Small Group Instruction PD, Implementation, and Monitoring	Coach	by Oct. 31	Pull-Out	Title I	\$ 1,000.00	Progress
5	1, 2		Teacher models use of journals for problem solving (document cameras)	Teachers	By December		Title I	\$ 1,406.08	Progress
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Christine Renteria

Leadership Director:

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
	Student Progress - Percent of students meeting expected or above growth in Math will increase from	43.0%			53%	-10.0%
					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 Data Meetings scheduled for Teachers and Scheduled Teachers; selected teacher based on observations	Data driven meetings for tracking growth and student targets at 3 levels: Campus, Classroom, and Students PD and collaboration on instructional best practices for Accountable Talk	Data Folders and Files; Agendas PLC Agenda and Presentation; Implementation Feedback and Sharing	Not Started			
2 Student Data Folders	Student tracking of personal math data for interim assesments and benchmarks.	Student Data Folders	Not Started			
3 Scheduled instructional time; PD scheduled	Math Small Group Instruction PD, Implementation, and Monitoring	Sign in Sheet; Implementation Feedback	Not Started			
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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: Christine Renteria

Leadership Director:

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 2 campus-based events will increase from	0%	45%	1-May
	Goal 2	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	0%	50%	1-May
	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	1, 6	Literacy Committee will plan a Literacy School Wide Event partnered with the Afterschool Program (1- Fall and 1- Spring)	Literacy Committee	November 8th and March 4th		Title I	\$ 9,836.00	FAMILY
2	1, 6	Family Health Sessions during Literacy Nights (Physical Wellness and Social Emotional Wellness)		November 8th and March 4th	After Sch			HEALTH
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