

115-George C Clarke ES

Kimberly Benavides

Marion Mouton

2018-19 Schoolwide Programs: Campus Improvement Plan

115-George C Clarke ES

Principal: Kimberly Benavides

Executive Director: Marion Mouton

State Accountability Status

Met Standard

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

Campus Mission/Vision Statement

MISSION STATEMENT

We will enable all students to grow academically, socially, and emotionally into lifelong

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	58
Domain 2: School Progress	75
Domain 3: Closing The Gaps	73

SBDM Members

Name	Role
Beatrice Garza	Dist Emp Relations Council Rep
Alisa Williams	Campus Non-Tch Prof
Stephanie Davila	Business Rep
Erik Richerson	Parent
Saul Cisneros	Parent
Nelson Cedillo	Dist Emp Relations Council Rep
Rachel Cadena	Teacher
Lei McDade	Teacher
Shontae Hamilton	District-Level Staff
Angelica Ortiz	Teacher
Joel Menchaca	Teacher
Taylor Wilson	Teacher
	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: George C. Clarke ES

Principal: Kimberly Benavides

Data Sources Used Make a selection for each by choosing from the drop down	No	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	No	Cohort Analysis	Yes	Surveys
	No	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.	86% Free & Reduced Lunch	1.	PK attendance - parent communication	Improve student performance in all academic areas. Increase meaningful and instructionally focused parental engagement. Align expectations across grade levels and programs.	
	2.	48% ELL students	2.	Dual Language students are underperforming as compared to RP students		
	3.	Low numbers of behavioral referrals				
Student Achievement	1.	gains in grade 3 math	1.	Improvement Required 2016-17		
	2.	gains in grade 5 math	2.	STAAR below standard (16-17)= Spanish STAAR; grade 4 writing;		
			3.	increase exposure to Spanish language for DLE students		
School Culture and Climate	1.	Low teacher mobility (<1% annually)	1.	Vertical teams do not meet willingly or regularly		
	2.	High teacher commitment to the campus	2.	increase expectations for student performance		
	3.	PBIS; Equity training				
Staff Quality/ Professional Development	1.	PK instruction is proficient	1.	Writing process at all grade levels		
	2.	Neuhaus trained K-2 RP & ESL; Estrellita trained K-1 DLE	2.	Small group instruction for reading and math		
			3.	increase exposure to Spanish language		

Curriculum, Instruction, and Assessment	1.	Use of regular campus wide assessment for reading levels in English and Spanish	1.	Lack of consistent instructional practices among grade levels and programs
			2.	language acquisition strategies and training for teachers
Family and Community Involvement	1.	active parent groups & community partners	1.	lack of engagement in instructional activities
	2.	Parent volunteers have increased	2.	need curriculum preview and academic clarification for parents
	3.	Parent conferences scheduled bi-		
School Context and Organization	1.	teachers are experienced and certified in multiple areas	1.	parent communication of student progress
	2.	after school program is instructionally aligned	2.	increased teacher involvement in after school program
	3.	Rtl process	3.	interventions for Rtl need to be ongoing

		115-George C Clarke ES						
Budget Summary	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
		\$ 27,380	\$ 4,608		\$ 1,121	\$ 173	\$ 2,319	\$ 114,188

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Kimberly Benavides

Leadership Director: Marion Mouton

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	7,330	0	0	0	0	0	61,780	\$ 69,110
Campus Needs - Student Achievement	8,600	0	0	1,121	0	0	15,300	\$ 25,021
Campus Needs	1,100	3,000	0	0	173	2,319	18,000	\$ 24,592
Parent/Family Engagement Health Related	4,650	1,608	0	0	0	0	18,948	\$ 25,206
TOTAL	\$ 21,680	\$ 4,608	\$ -	\$ 1,121	\$ 173	\$ 2,319	\$ 114,028	\$ 143,929
Allocations	27,380	4,608	-	1,121	173	2,319	114,188	149,789
Percent Budgeted	79%	100%	NA	100%	100%	100%	100%	96%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
		Amount					\$ 140,000.00	
Allocations	Student Outcome							40,000
	Student Achievement							100,000
	Campus Needs							-
	Family/Health							-

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Kimberly Benavides

Student Outcome Goals Action Plan

Leadership Director: Marion Mouton

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	1%	25%	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	94%	100%	EOY
	1.2a Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from		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%	80%	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		90%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1 9	LEP	DLE support pull-out small groups	Alanis, Garza, Maldonado	daily		Title I	\$ 20,000.00	Progress
2 2, 3, 4, 10		New and struggling teacher coaching	leadership team	weekly	PLC	Other	\$ 40,000.00	Tchr/Staff Quality
3 2, 8, 9	SPED	Students read library books and earn points toward monthly reading goals; monthly reading levels tracking (Accelerated Reader)	Enochs, Benavides	monthly	Faculty Mgt	Local	\$ 6,580.00	Closing Gaps
4 2, 5, 8		Feedback to teachers regarding student progress on Smarty Ants and Achieve 3000; Chromebook Cart to maximize classroom access to lessons in Achieve3000	Benavides, Fouse	weekly	PLC	Title I	\$ 13,000.00	Progress
5 3, 8, 9		Computer Lab tracking of Smarty Ants and Achieve3000 with student incentives	Delgado	weekly		Title I	\$ 500.00	Achievement
6 3, 9	LEP	small group instruction by computer lab TA for Spanish reading	Delgado, Fouse	weekly		Title I	\$ 22,000.00	Progress
7 3, 9, 10		Reading Partners support students in grades 1-2	Benavides, Fouse	weekly		Title I	\$ 5,000.00	Closing Gaps
8 3, 9, 10	LEP	Color printing of DLE word walls; vocabulary enrichment for grades PK-2	Enochs, PK team, Mata	October		Title I	\$ 780.00	Achievement
9 1, 2		Students in grades 2-5 will complete at least 2 Achieve3000 lessons per week	Teachers, Admin, Delgado	monthly	PLC	Title I	\$ 500.00	Progress
10 1, 2		Students will track and receive awards for Achieve3000 lessons at 75% or better	Teachers, Delgado	monthly	Faculty Mgt	Local	\$ 750.00	Achievement
11								
12								

13									
14									
15									

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Kimberly Benavides

Student Outcome Goals Progress Monitoring

Leadership Director: Marion Mouton

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 1 to 25 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	94.1%			100%	-5.9%
	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				90%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1	1-(Progress) DLE support pull-out small groups	group schedule; notes on data sheets	On Target			
2	2-(Tchr/Staff Quality) New and struggling teacher coaching	FWCP coach evidence; TTESS conferences	On Target			
3	3-(Closing Gaps) Students read library books and earn points toward monthly reading goals; monthly reading levels tracking	Star Ren data; reading party attendance lists				
4	4-(Tchr/Staff Quality) Feedback to teachers regarding student progress on Smarty Ants and Achieve 3000	weekly emails to begin October 2018				
5	5-(Achievement) Computer Lab tracking of Smarty Ants and Achieve3000 with student incentives	visual data in lab and classrooms; individual student data folders; PLC notes				
6	6-(Progress) small group instruction by computer lab TA for Spanish reading	Intervention schedules; data tracker				
7	7-(Closing Gaps) Reading Partners support students in grades 1-2	RP data; Star Ren data				
8	8-(Achievement) Color printing of DLE word walls; vocabulary enrichment for grades PK-2					
9	9-(Progress) Students in grades 2-5 will complete at least 2 Achieve3000 lessons per week		On Target			
10	10-(Achievement) Students will track and receive awards for Achieve3000 lessons at 75% or better					
11						
12						
13						
14						
15						

Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Kimberly Benavides

Campus Needs - Student Achievement Action Plan

Leadership Director: Marion Mouton

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	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 from (baseline) to (target) by June 2019.	61.00%	27.00%	10.00%	75.00%	45.00%	15.00%
	Goal 2	Student Progress - Percent of students meeting expected or above growth in Reading will increase from 35% ? to 75% by May 2019.	35.00%	27.00%	5.00%			
	Goal 3							
	Goal 4							

		Alignment		Expectations				
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus → Achievement &
1	2, 4, 5	Campus Coaches collaborate with teachers in bi-weekly PLCs	leadership team	ongoing	PLC	Other	\$ 60,000.00	Teacher/Staff Quality
2	2, 4, 5	Teacher development through ongoing coaching by FWCP coaches	leadership team	ongoing		Other	\$ 20,000.00	Tchr/Staff Quality
3	2, 5, 9	SPED Daily formative assessment in grades 3-5 using All in Learning	teachers	Oct-May	Pull-Out	Title I	\$ 3,000.00	Closing Gaps
4	2, 5, 9	Small group reading tutorials (book study model) for grades 3-5	Hefner, Enochs	Sept-May		Title I	\$ 11,500.00	Progress
5	4, 5	Vertical alignment meetings monthly	Benavides, Fouse	Sept-May	Faculty Mgt	Title I	\$ 300.00	Closing Gaps
6	3, 9	small group reading pull out for STAAR grade levels by admin team	leadership team	Sept-May		Title I	\$ 500.00	Progress
7	1, 7, 10	LEP decrease age of library collection to increase student circulation and engagement	Enochs	October		Other	\$ 20,000.00	Progress
8	2, 6, 8	Student data tracking visual in all classrooms	teachers	ongoing	PLC	Local	\$ 600.00	Closing Gaps
9	2, 6, 8	Student data folders with levels and goals in grades 2-5	teachers	ongoing	PLC	Local	\$ 1,000.00	Progress
10	1, 2, 5	Visual tracking of grade level goals in hallways for PK-5	teachers	ongoing	PLC	Local	\$ 1,000.00	Culture and Climate
11	3, 9	LEP Small group pull out for Spanish reading grades 1-2	Alanis, Garza	ongoing	Pull-Out	Bilingual	\$ 1,121.00	Closing Gaps
12	3	Library books updated to reflect student growth in reading levels; book competitions (novels for library)	Huie, Enochs	Oct-May		Local	\$ 6,000.00	Progress
13								
14								
15								

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Kimberly Benavides

Leadership Director: Marion Mouton

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
	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 from (baseline) to (target) by June 2019.						
	Student Progress - Percent of students meeting expected or above growth in Reading will increase from 35% ? to 75% by May 2019.						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1	PLC and coach schedule	Campus Coaches collaborate with teachers in bi-weekly PLCs				
2		Teacher development through ongoing coaching by FWCP coaches				
3		Daily formative assessment in grades 3-5 using All in Learning				
4		Small group reading tutorials (book study model) for grades 3-5				
5		Vertical alignment meetings monthly				
6		small group reading pull out for STAAR grade levels by admin team				
7		decrease age of library collection to increase student circulation and engagement				
8		Student data tracking visual in all classrooms				
9		Student data folders with levels and goals in grades 2-5				
10		Visual tracking of grade level goals in hallways for PK-5				
11		Small group pull out for Spanish reading grades 1-2				
12		Battle of the Books - enrichment to increase Met, Masters %				
13						
14						
15						

Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Kimberly Benavides

Campus Needs - Student Achievement Action Plan

Leadership Director: Marion Mouton

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 (MAP scores TBD)	30%	75%	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	3, 8, 9, 10		MAP use as campus resource during math instruction (online component used by all students in 3-5) - Chromebooks	teachers	Oct-May	Pull-Out	Title I	\$ 15,000.00	Closing Gaps
2	3		Invention Convention for GT students	Ledford	Dec-March		GT	\$ 173.00	Achievement
3	2, 3, 9	LEP	Math small group instruction pull out groups (STAAR materials)	leadership team	Nov-May		SCE	\$ 3,000.00	Closing Gaps
4	3, 8, 9		Math and science Saturday Camps (STAAR only)	Fouse	February-April	Saturday	Title I	\$ 3,000.00	Achievement
5	3, 9	SPED	Curriculum, Drops in the Bucket for SpEd small group interventions; manipulative packages for SPED students according to IEPs	Corpany, Nors	Oct		SPED	\$ 2,319.00	Closing Gaps
6	3		Supplies for enrichment and intervention groups				Local	\$ 1,100.00	Closing Gaps
7									
8									
9									
10									
11									
12									
13									
14									
15									

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Kimberly Benavides

Leadership Director: Marion Mouton

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
	Student Progress - Percent of students meeting expected or above growth in Math will increase from (MAP scores TBD)	30.0%			75%	-45.0%
					0%	
					0%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/-)
1	MAP use as campus resource during math instruction (online component used by all students in 3-5) - Chromebooks					
2	Invention Convention for GT students					
3	Math small group instruction pull out groups (STAAR materials)					
4	Math and science Saturday Camps (STAAR only)					
5	Curriculum, Drops in the Bucket for SpEd small group interventions; manipulative packages for SPED students according to IEPs					
6	Supplies for enrichment and intervention groups					
7						
8						
9						
10						
11						
12						
13						
14						
15						

Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: Kimberly Benavides

Leadership Director: Marion Mouton

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

Focus SMART Goal			Baseline (BOY)	to Target	by Deadline
	Goal 1	Parent/family participation in at least 1 training on student academic performance will increase from	10%	60%	1-May
	Goal 2	Increase the number of opportunities for staff and parents to practice mental and physical wellness on campus.	0%	10%	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, 7, 10	AVANCE classes twice per week for parents and pre school age students	Fouse	Aug-May		Local	\$ 2,650.00	FAMILY
2	1, 4, 6	Family events such as breakfasts and performances monthly	Perez, Reeves	Aug-May		Title I	\$ 2,400.00	FAMILY
3	4, 6	Parent events for fine arts, reading, math	Enochs, Brewer, Reeves	Aug-May		Title I	\$ 3,200.00	FAMILY
4	3, 6, 10	Family Science Night at the Museum				Title I	\$ 750.00	FAMILY
5	6, 10	Workout classes for staff and parents after school Tu, Wed, Thurs	Everheart	weekly		Local	\$ 1,000.00	HEALTH
6	6, 10	Mindfulness for staff at all campus professional development	Reeves	bi-weekly		Local	\$ 1,000.00	HEALTH
7	6, 9	Parent engagement specialist to recruit and train parent volunteers	Hernandez			Title I	\$ 12,598.00	FAMILY
8	2, 6, 9	Parent data meetings (indiv conferences) in Nov. and April	Perez	Nov-Apr	Pull-Out	SCE	\$ 1,608.00	FAMILY
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								