

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 114 - Jara ES, Manuel

Principal: Plata, Marta

Executive Director: Todd Koppes

Fort Worth ISD Mission Statement

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

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

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.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2019.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2019.

School Profile

Student Enrollment by Program

Attendance Rate: 96	Career and Technology: 0
Special Education: 8.3	Percentage of at-risk students: 94.4
Dual Language/ESL: 55.2	Percentage of English Language (EL) students: 56.4
Gifted and Talented: 7.5	Percentage of economically disadvantage students: 89.8

2019-2020 Campus Site-Based Committee

Name		Role
LEAH GILLIAM		Teacher
VERONICA VASQUEZ		Teacher
MARICELA LARA		Parent
ADRIANA SANCHEZ		Teacher
RICK AHLSTED		Campus Non-Teacher Professional
WYATT SLEDGE		District Level Staff
BRENDA VALDEZ		Teacher
ANGELICA ANDRADE		Community Representative
KATHY BURR		Community Representative
ESTHELA DOMINGUEZ		Business Representative
LISA FISHER		Additional Representative Appointment
CRISTINA CALK		Business Representative
RAVEN BARNES		Business Representative
MARTA PLATA		Principal

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Jara ES, Manuel. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 71 Domain 2: School Progress 82 Domain 3: Closing The Gaps 78	81 - Met Standard

Campus Distinction Designations

Academic Achievement in Mathematics: 0	Postsecondary Readiness: 0
Academic Achievement in Science: 0	Top 25 Percent: Comparative Closing the Gaps: 0
Academic Achievemnet in English Language Arts/Reading: 0	
Top 25 Percent: Comparative Academic Growth: 0	

Campus Assurances and Certification for the 2019-2020 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 Turnaround Plans

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

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.

Comprehensive Needs Assessment Summary for 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	1. Closed knit community. Majority 98% Hispanic.	1. Transient community lends itself to low attendance / high tardy rate for a small population. We are at 94%-95% attendance down from 97% last year.	1. Continuous Improvement a. Monitor & Adjust daily b. Monitor teaching through walk through feedback & coaching conversations c. Monitor learning through ALL in LEARNING d. Adjust IPC to reflect current data e. Interventions for T3 through Title I teacher
	2. Parent interest has increased.	2. Parental Academic Awareness & Parental Involvement with academic support is lacking. Homework return is at 70% completion.	2. Growth for ALL students a. Timeline for assessment markers b. Student-directed Monthly goal setting c. Monthly reflections on student progress for teachers and students d. High Achievers Club for T1 students to move to mastery
	3.	3. 45% parents participate in class dojo /seesaw	3. Building & Strengthening all Stakeholder Connections a. Parent Involvement i. Parent University ii. Six week Conference for Parent-Student –Teacher iii. Family Parent nights iv. Volunteers v. Communication through Technology vi. Parent Liaison b. Student Engagement i. Attendance Rallies ii. Attendance Incentives iii. Field Trips iv. Student Clubs v. Student DATA ownership c. Community Partnerships i. Faith based ii. Business iii. Read FW iv. Read 2 Win v. Academy 4 d. Staff Commitment i. Team Building ii. PLC's iii. Capacity building
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Student Achievement	1. Steady increase in TELPAS reading and writing at all grade levels	1. 6% of first graders starting the year on grade level Teacher understanding of math concepts is weak as evidenced by stagnant math scores on MAP across grade levels.	4.
	2. Steady increase in Reading Levels as measured by Achieve 3000 - 1st grew from 6% to 73%, 2nd grew from 32% to 51%, 3rd grew from 33% to 56%, 4th grew from 52% to 84% and 5th grew from 56% to 87%.	2. Need for students to grow in reading levels 32% for 2nd grade , 33% 3rd grade, 52% 4th grade and 56% 5th grade students coming in on grade level.	5.
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School Culture and Climate	1.	Low staff turnover rate Extracurricular student activities	1.	Parental Academic Awareness & Parental Involvement with academic support . 48% of parents show up to parent teacher conferences. 5th grade school of choice meetings had 20 parents out of 120 attend.
	2.	Large percentage of teacher volunteer hours	2.	Low percentage of parents using technology or social media to communicate with teachers at 45%.
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Staff Quality/ Professional Development	1.	"All highly qualified staff Low turnover rate High number of staff volunteer hours Common tool used for critical thinking."	1.	Math scores are stagnant/ Benchmarks 3rd to 5th at 44% and MAP Scores at
	2.	100% GT Certified Staff	2.	Seven New 0-3 Teachers need continued support in navigating and planning through the first teach.
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Curriculum, Instruction, and Assessment	1.	Common Planning/ campus based PD	1.	44% science vocabulary through the primary grade levels is low as measured through science content ACHIEVE articles and science unit tests.
	2.	Science scores have improved in by 10% in 4th and 5th.	2.	Intervention Services for the (22) students who were alternatively placed
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Family and Community Involvement	1.	High parent volunteer hours for school functions.	1.	Increase Parent and community involvement through Parent University from 98 to 120
	2.		2.	Increase Community Reading Partners from 23 to 30
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School Context and Organization	1.	High level of staff commitment.	1.	Shared vision by all stakeholders, community, parents and teachers to connect our vision of all 3rd graders on grade level by 2025.
	2.	High interest in Parent University		
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Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 114 - Jara ES, Manuel

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	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.	64.71	36.97	17.65	50	
	Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from beginning-of-year to end-of-year (baseline)				50	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 SPED	All teachers will Differentiate and provide Intervention based on student targets using small group guided reading and independent center IXL Reading program as measure by IXL usage reports and RTI interventions.	Provide IXL Reading Intervention program. by 9/30/19 Monitor RTI interventions and IXL usage reports Monthly. all year until 06/05/20	Teacher(s)	6/5/2020	Title I	7,000	Completed	
2 LEP	Integrate writing into all grades and subjects across Genres as measured by a monthly PLC in which 100% of classroom teachers and 100% of content will have a student writing sample.	Training on writing process and integrated writing by 10/30/2019. Monthly Vertical study of student writing across contents. all year until 06/05/20	Teacher(s)	6/5/2020	Title I	2,501	On Target	
3 LEP	Formative Assessment strategies and using All In Learning to check for understanding will be used daily as monitored through walk throughs and evidenced in lesson plan adjustments and re-teach strategies and measured by All in Learning usage reports.	PD on formative assessment strategies and All in Learning usage by 9/30/20. All in Learning site license. Daily monitoring through walk throughs and lesson plans all year to 6/5/20	Teacher(s)	6/5/2020	Title I	7000.	Completed	
4 LEP	Accelerated Reader Students' independent reading will be monitored with weekly AR assessments	Purchase AR . Monitor through AR reports monthly. Correlate to ACHIEVE and MAP reports.	Teacher(s)	6/6/2020	Title I	9,000	Completed	
5 LEP	All teachers will facilitate parent-student curriculum conferences twice a year to improve academic awareness and support as measured by conference reflections resulting in improved attendance, conduct and academic success.	Call in sub for each teacher 2X a year so they can meet and facilitate parent/teacher/student curriculum conferences and data review. by Dec. 2019 and Mar 2020	Teacher(s)	5/10/2020	Title I	8,000	On Target	
6 SPED	Fountas and Pinelle monitoring in 1st (testing dates) Small group guided interventions using the F&P levels to tier.	Secure subs for M.O.Y. F&P assessments. Data meeting to monitor growth patterns. Monitor SGGR through walk throughs and lesson plans and RTI	Teacher(s)		Title I	2,000	Completed	
7 LEP	-(Closing Gaps) Flocabulary to build vocabulary acquisition	Purchase Flocabulary license. Monitor through lesson plans and walk throughs. Usage reports, teacher lesson plans	Other		Title I	5,000	Completed	
8 LEP	Provide chapter books in Spanish for Book and Breakfast program.	Purchase chapter books for Book & Breakfast. Students' independent reading will be monitored with weekly with book reviews.	Instructional Leadership	10/30/2019	Bilingual	1,620	Completed	

9	LEP	Set up an innovation lab for Maker Kits	.Assign this lab to the GT teacher to maintain. Monitor the projects through lesson plans and walk throughs weekly Provide the space and materials for the lab	Student Support Services	10/10/2019	Gifted & Talented	295	On Target	
10	LEP	Grade level supplies and materials for writing through all content areas and resources for supplemental tier III supports. Material for acceleration and first teach.	Support lesson plans by grade level for movement towards masters. Support lesson plans by grade level for tier III interventions.	Teacher(s)	6/10/2020	Title I	25,293	On Target	
11	SPED	Technology practice and exposure for the LINC Units and the Inclusion and Resource rooms.	Purchase technology for the special education areas for use by the units and the inclusion and resource students.	Teacher(s)	12/20/2019	SCE	5,016	On Target	
12	LEP	Use Education Galaxy for tier I enrichment and tier II and III interventions. Provides support in 1st and 2nd grade reading and math in English and Spanish Provide support for 3rd and 4th reading, math and writing in English and Spanish Provide support for 4th and 5th reading math and science in English and Spanish	Purchase license for the whole school. Teachers will use in center rotations . Students will compete in home use. Monitor through walk throughs and lesson plans and monthly usage reports	Teacher(s)	10/30/2020	Local (Basic Allotment)	7,000	Completed	
13	SPED	All teachers will Differentiate and provide Intervention based on student targets using small group Math and independent center IXL Math program as measure by IXL usage reports and RTI interventions.	Provide IXL Math Intervention program. by 9/30/19 Monitor RTI interventions and IXL usage reports Monthly. all year until 06/05/20	Teacher(s)	6/10/2020	Local (Basic Allotment)	7,000	Completed	
14	LEP			Teacher(s)		Bilingual		Not Started	
15	LEP			Instructional Leadership		Title I		Not Started	

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence: -PLC Agenda
-AR
-Flocabulary
-Agendas
Technology

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence: -creation of Innovation lab with laptop cart.
-schedules
-agendas
-IPC's
-Motor Lab

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2019-2020 Learning Environment Goals Action Plan

Campus Name: 114 - Jara ES, Manuel

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from	6	13	5/10/2020
	Create a parent-tutor initiative by September 2019 to support tier 3 students in reading instruction.	0	5	12/20/19

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 LEP	Create additional parent class to parent university to address financial literacy as measured by parent attendance.	<ol style="list-style-type: none"> 1. Add a financial literacy course parent university by 10/3/19 2. Schedule meeting with FW FUND to secure community support for the classes. 7/26/19 3. Recruit parents to attend this class. 8/15/19 4. Run a 13 week course for this topic by 1/30/20. 	Instructional Leadership	1/30/2020	Local (Basic Allotment)	2,000	Completed	
2 LEP	Create a parent-tutor initiative to develop parent tutors to support our tier 3 students as measured by weekly fluency checks to 1/10/2020	<ol style="list-style-type: none"> 1. Recruit 5 parents to serve as tutors 6/05/19 2. Train the parent-tutors in small group focused phonics lessons 8/05/19 3. Assign parent-tutor to teacher and assign a "case load" of tier 3 students 10/3/19 4. Identify students through BOY baseline data 10/3/19 5. Purchase supplies and materials for the parent tutors. 5. Schedule progress monitoring every friday from 10/3/19-1/30/20 	Instructional Leadership	5/10/2020	Title I	2,500	On Target	
3 LEP	Create a parent communication class for parent and student to learn how to better communicate using art media. This will be measured through end of class survey 1/30/2020	<p>Create the class by 8/15/19 Recruit parents by 8/15/19 Begin classes by 10/3/19 collect impact through end of class parent survey 2/28/20 Purchase supplies and materials for the parent classes.</p>	Instructional Leadership	2/20/2020	Title I	500	Completed	
4 SPED	Parent Liaison will design volunteer opportunities and schedule parents to come in and volunteer on various projects	<p>Recruitment at Meet the Teacher Night 08/16/19 Recruitment at Grandparent Breakfast 09/10/19 Recruitment at daily Sports Grill with visiting parents Purchase snacks and materials for the parent recruitment events.</p>	Instructional Leadership	12/20/2019	Local (Basic Allotment)	300	On Target	
5 LEP	Family Academic Night, math and Reading activities to engage parents and take books home to promote reading.	<p>Schedule Family Curriculum Nights once a month by grade level. Agendas collected as evidence Fun Family Academic Activities provided Purchase supplies and materials and snacks for the activities for family nights..</p>	Teacher(s)	6/10/2020	Local (Basic Allotment)	800	On Target	

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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence: -Parent University Classes
 -Tutors
 -Attendance for parents
 -voly count of volunteers
 -Agendas

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

