

# Fort Worth Independent School District 2019-2020 Campus Improvement Plan

**Campus Name:** 115 - Clarke ES, George C.

**Principal:** Benavides, Kimberly

**Executive Director:** Marion Mouton

## 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: 96.2

Special Education: 7.8

Dual Language/ESL: 44.2

Gifted and Talented: 4.8

Career and Technology: 0

Percentage of at-risk students: 81.7

Percentage of English Language (EL) students: 47.4

Percentage of economically disadvantage students: 84.6

### 2019-2020 Campus Site-Based Committee

Name	Role
Kimberly Benavides	Principal
Nelson Cedillo	Teacher
Angelica Ortiz	Teacher
Rachel Cadena	Teacher
Joel Menchaca	Teacher
Alisa Williams	Campus Non-Teacher Professional
Stephanie Davila	Business Representative
Patricia Hardy	Community Representative
Beatrice Garza	District Employee Relations Council Representative
Brenda Fouse	District Employee Relations Council Representative
Shontae Hamilton	District Level Staff
Estela Ortiz	Teacher
Saul Cisneros	Parent
Claudia Huerta	Parent
Stephanie Hernandez	Parent

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Clarke ES, George C..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: <b>Student Achievement</b> 58	<b>74 - Met Standard</b>
Domain 2: <b>School Progress</b> 75	
Domain 3: <b>Closing The Gaps</b> 73	

### Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievemnet in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 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. Low teacher turnover rates - less than 1-2 staff lost per year	1. High poverty rate; 93% of students qualify for free/reduced lunch; need resources for students so educational/opportunities gaps can be closed	1. Improve student performance in all academic areas.
	2. Changing demographics on campus; 89% Hispanic, slight increase in African American students to 4.6%; increased diversity in neighborhood	2. racial equity work with staff, students, and parents	2. Align expectations across grade levels and programs.
	3. 48% English Learners	3. Targeted instruction in second language learning and vocabulary in the content areas; reading support needed for lower grades (K-3)	3. Increase meaningful and instructionally focused parental engagement.
Student Achievement	1. Met Standard Scores remain low (all students, all grades) Reading 31% Math 32% Writing 18% Science 18%	1. Need reading support to maintain growth in grade 3 - support at lower grades; decrease below level reading for grades K-2	4.
	2. STAAR Data 2018-2019 Campus met standard overall - letter grade B Student Ach 59 = F School Progress 89 = B Academic Growth 90 = A Relative Perf (@93%EcoDis) 65 = D Closing the Gaps 72 = C	2. Need to increase number of students at met and masters levels on STAAR to improve Domain 1 score to above state standard.	5.
	3. Reading levels improving at all grades with highest strengths in Spanish reading grades 2-5 and English grade 5	3. Increase ESL and vocabulary strategies as well as TEKS knowledge base for teachers	
School Culture and Climate	1. Low teacher turnover rates	1. Need content training for new teachers and teachers changing contents/grade levels (TEKS PD)	
	2. Low discipline referrals	2. student/family/staff racial equity work needed	
	3. High community involvement; parent participation in events	3. focus parent engagement on academics and connect parents to community volunteers	
Staff Quality/ Professional Development	1. Campus based PD developed and presented by staff	1. content knowledge and assessment alignment (TEKS) PD	
	2. openness to collaboration and feedback as part of learning culture of staff for PD improvement; coaching culture	2. primary grades classroom differentiation and reading support for proficiency/intervention	
	3. access to technology for all students	3. increase technology PD	

<b>Curriculum, Instruction, and Assessment</b>	1.	Reading support for English in primary grades through volunteers; community engagement	1.	Spanish literacy support needed for all grades
	2.	planning calendars for instruction in 3rd-5th reading and math; 4th writing; 5th science	2.	From ESF Self-Assessment - The quality of lesson planning varies among teachers. With improved consistency, clear expectations for planning, and feedback regarding instructional/TEKS alignment, we can move students academically to levels needed for success.
	3.	Monthly reading levels tracking and intervention work (small groups) at all grade levels	3.	From ESF Self Assessment - While we have data meetings after assessments, and teachers analyze formative assessments and reading levels for small group instruction, additional supports are needed to guide teachers in identifying gaps in student learning and addressing misconceptions during daily instruction. Waiting for interim assessments and analyzing data from formal tests is not enough to make big changes in academic achievement. Targeted work with teachers in gap identification and reteaching will improve performance of students.
<b>Family and Community Involvement</b>	1.	Home visits; parent programming offered frequently	1.	parent engagement in classrooms and on committees needs to increase
	2.	Parents on campus for events; conferences; lunches	2.	survey parents for engagement ideas
	3.	extracurricular activities for students available in academics, arts, and sports	3.	increase support for academic clubs by parents
<b>School Context and Organization</b>	1.	Teachers take leadership roles	1.	Increase parent leadership roles
	2.	Instructional coaching with academic caseloads; teachers are receptive to coaching by administrators and coaches	2.	Instructional planning time needs to increase.
	3.	intervention schedules are well planned and implemented	3.	Teacher assistants and tutors - increase monitoring and accountability for small groups with targeted reading levels data.

# Academic Excellence Goals

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

Campus Name: 115 - Clarke ES, George C.

Principal: Benavides, Kimberly

Executive Director: Marion Mouton

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.	62.07	34.48	13.79	75	
	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)				75	

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Through small group intervention and classroom instructional support by a certified teacher tutor, targeted students performing below grade level on STAAR reading will improve their reading proficiency by at least 2 years by the end of May 2020 as evidenced by Lexile growth and Star Renaissance reading levels.	<ol style="list-style-type: none"> <li>1. Create schedule for certified teacher tutor on Tuesdays and Thursdays with literacy focus for grades 3-5 by the end of the second week of school.</li> <li>2. Tutor observes teachers during the second week of school to determine support needs and instructional targets for small groups.</li> <li>3. Weekly data on student progress recorded in Edugence and Staff Google Drive.</li> <li>4. Monthly Lexile and Star Renaissance levels for targeted students analyzed during PLC.</li> <li>5. Add to library collection (\$7000).</li> </ol>	Principal	9/11/2019	Title I	20,000	On Target	
2 LEP	Through daily small group intervention by certified bilingual teacher assistants, targeted students performing far below grade level according to BOY reading assessments will improve their reading proficiency monthly as evidenced by Lexile growth and Star Renaissance reading levels in grades 2-5 and Neuhaus/MAP fluency data in grades K-1.	<ol style="list-style-type: none"> <li>1. Draft and finalize schedule for computer lab and small group intervention by TAs by the end of the first week of school.</li> <li>2. TA observes teachers during the first week of school.</li> <li>3. Small group intervention schedule for instruction, monitoring, and assessment begins by the second week of school.</li> <li>4. Weekly data on student progress recorded in Edugence and Staff Google Drive.</li> <li>5. Renew Star Renaissance and Early Learning; use data in PLC. \$5683.20</li> </ol>	Assistant Principal		Title I	47,915	On Target	
3 Title I	By May of 2020, 50 students in grades K-3 reading 2 or more years below grade level will complete 100% of one-on-one reading lessons through Reading Partners, and expected (2 year) growth will be evidenced by Star Renaissance levels.	<ol style="list-style-type: none"> <li>1. Collaborate with Reading Partners to identify students and created tutorial schedule.</li> <li>2. Train teachers and staff to serve as make up tutors in the Reading Center.</li> <li>3. Assess students in Star Renaissance in August.</li> <li>4. Increase use of technology in reading for fluency (order mic headphones) \$1000</li> <li>4. Begin programming in September 2019 with monthly data monitoring.</li> </ol>	Principal	11/18/2019	Title I	6,000	On Target	

4	LEP	Teachers will create and submit lesson plans that include clear objectives, differentiation activities, and alignment to reading content TEKS with a focus on moving students to read at grade level standards, and instructional leaders will provide targeted feedback on teacher practice and planning to improve student reading achievement by at least 1.5 years by May 2020 as evidenced by Star Renaissance. (Aligned to ESF Essential Action 5.1)	<ol style="list-style-type: none"> <li>1. Coaching caseloads determined for instructional support.</li> <li>2. FWCP coaches lead monthly planning of lessons with the use of instructional planning calendars and assessments.</li> <li>3. Bi-weekly leadership meetings to discuss student performance and monitor instructional practice; revise supports as needed</li> <li>4. Teacher PD for ESL/DLE (\$2000)</li> <li>5. Student travel for field trip to enhance vocabulary in PK (\$700)</li> </ol>	Instructional Leadership	Local (Basic Allotment)	6,527		
5	LEP	(aligned to target strategies 1-2, SCE funding)	<ol style="list-style-type: none"> <li>1. Meet with LPAC to determine small group needs for students not progressing on TELPAS.</li> <li>2. Select EL students to participate in small group daily interventions for reading in English - supplies for lesson implementation (paper, chart paper, markers, trackers, toner).</li> <li>3. Interventions begin the second week of school.</li> </ol>	Instructional Leadership	SCE	3,420		
6		(aligned to target strategies 1-2, Bil funding)	<ol style="list-style-type: none"> <li>1. Meet with LPAC to determine small group needs for students not progressing on TELPAS.</li> <li>2. Select EL students to participate in small group daily interventions for reading in Spanish.</li> <li>3. Interventions begin the second week of school.</li> </ol>		Bilingual	919		
7		(aligned to target strategies 1-2, Local funding)	<ol style="list-style-type: none"> <li>1. Materials for small group supports</li> <li>2. Materials for STAAR intervention groups aligned to TEKS</li> <li>3. Materials for lesson planning, vertical alignment PD and planning</li> </ol>		Local (Basic Allotment)	7,700		
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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:

Leadership Feedback:

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:

# Mission Goals

## Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

Campus Name: 115 - Clarke ES, George C.

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students in lowest performing student group for all subjects performing at or above Meets Grade Level as measured by STAAR will increase from	28	45	EOY
	Student performance percentile (averaged across grades K-5) according to MAP assessment	22.66	40	EOY

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Math fluency and problem solving for students in grades K-5 will improve to at least 65% of students performing at grade level standard by April 2020 as evidenced by MAP and Education Galaxy data through an increase in teachers' use of technology for instruction, intervention, and assessment.	<ol style="list-style-type: none"> <li>1. Create schedule for current Chromebook use.</li> <li>2. Purchase Chromebook cart.</li> <li>3. Hold monthly tech PD - one session per month with follow up during PLCs.</li> <li>4. Monitor student use (visual data displays for Ed. Gal. and Ach3000) of technology resources and progress on learning pathways.</li> </ol>	Principal	8/23/2019	Title I	17,000	On Target	
2 Title I	Students' math proficiency will improve from 32% of students at the STAAR met standard performance level to at least 47% of students (3-5) at the met standard STAAR performance level by May 2020 through engagement with learning pathways and targeted intervention lessons in small group and Education Galaxy.	<ol style="list-style-type: none"> <li>1. Complete MAP and Ed Gal diagnostic assessments by September 20</li> <li>2. Renew Education Galaxy (October \$3,450).</li> <li>3. Track MAP use and proficiency data every 6 weeks.</li> <li>4. Track ongoing Ed Galaxy progress (visually in hallways and cafeteria).</li> <li>5. Order paper, toner, general supplies for instruction and planning.</li> <li>6. Discuss student progress data and interventions in bi weekly PLCs.</li> <li>7. Saturday camps for math/science (\$500 snacks)</li> </ol>	Principal	11/11/2019	Title I	8,500		
3 Title I	By May 2020, the percentage of students at mastery level in class and on STAAR will increase from 24% to 39% through an increase in participation in math based projects and competitions.	<ol style="list-style-type: none"> <li>1. Collaborate with GT teacher and math lead teacher to improve math instruction at high levels to move students from meets to masters and approaches to meets.</li> <li>2. Create competition for students and math parent events by end of September 2019.</li> <li>3. GT PLC with GT committee held each 6 weeks period to discuss progress, grades, and plan status.</li> </ol>	Teacher(s)	10/14/2019	Gifted & Talented	288		
4 Title I	Campus instructional leaders will analyze disaggregated data to track and monitor the progress of all students, providing teachers with evidence-based feedback and coaching with a focus on individual student growth and teacher content knowledge to improve teacher practice in small group mathematics and TEKS aligned lesson planning resulting in improved student performance on NWEA Map by May 2019. (aligned to ESF Essential Action 5.3)	<ol style="list-style-type: none"> <li>1. Coaching caseloads determined for instructional support.</li> <li>2. Assessment calendars created with windows for data analysis.</li> <li>3. FWCP coaches lead monthly planning of lessons with the use of instructional planning calendars and assessments.</li> <li>4. Bi-weekly leadership meetings to discuss student performance and monitor instructional practice; revise supports as needed</li> <li>5. Order paper, toner, general supplies for instruction and planning.</li> </ol>	Instructional Leadership	1/13/2020	Local (Basic Allotment)	7,500		

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**BOY Status:**

Principal Evidence:

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Principal Evidence:

Leadership Feedback:

