

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 117 - Como ES

Principal: Rhines, Valencia

Executive Director: Priscila Dilley

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: 95.1

Special Education: 7.4

Dual Language/ESL: 25.4

Gifted and Talented: 6.7

Career and Technology: 0

Percentage of at-risk students: 73.7

Percentage of English Language (EL) students: 23.9

Percentage of economically disadvantage students: 92.8

2019-2020 Campus Site-Based Committee

Name	Role
Valencia Rhines	Principal
Ella Burton	Community Representative
Crystal Cole	Parent
Jill Goff	Business Representative
Nichole Drumgoole	District Level Staff
Cindy Reyes	Teacher
Tomeka McGee	Campus Non-Teacher Professional
Thomas Mayfield	District Employee Relations Council Representative
Heather Hughes	Teacher
Tiffany MacQuilkan	Teacher
Andrew Farr	Other
Viridiana Jimenez	Campus Non-Teacher Professional
Annie McCormick	Other
Rika Atkins	Parent
Mrs. Neal	Other

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Como ES. 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 55	84 - Met Standard
Domain 2: School Progress 89	
Domain 3: Closing The Gaps 71	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 1

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. Diversity of staff and students.	1. We are still experiencing gaps in reading levels across the campus in grades 4-5 due to lack of consistent high-quality instruction when this group was in the primary grades. Increase student reading levels across all grade levels	1. Ensure appropriate resources, interventions, and professional development are provided and available for students and teachers to support literacy and math instruction. (add to CEIP)	
	2. 67% AA 31% Hispanic 2% Other		2. Continue to explore and implement ways to get families more involved in the school.	
	3. 94% Economically Disadvantaged	2. Gaps between LEP/ESL sub pops continue to exist due to an increase in enrollment with this population and lack of sufficient resources and teacher training in this area. Resources and professional development to meet the needs of ELL/LEP, ED, and Special Education students and teachers that support these students is needed. (add to CEIP)	3. Close the achievement gap for student subpopulations.	
	4.		4. Continue to grow and develop staff to meet the academic and social emotional needs of students.	
	5.		5.	
	6.		6.	
			3. We are still experiencing gaps in reading levels across the campus especially in grades 4-5 due to lack of consistent high-quality instruction when this group was in the primary grades. Literacy data continues to demonstrate that students are not reading on grade level according to F & P and Achieve 3000 data.	7.
			4.	8.
		5.	9.	
		6.	10.	

Student Achievement	1.	Academic gains have moved our campus from Improvement Required to a designated B campus as indicated by TEA.	1.	There is a lack of consistent quality writing instruction across campus due to a lack of teacher training on how to effectively teach writing. Writing data demonstrates a need to implement a system of what writing instruction should look like at each PK-5 grade level.
	2.	Student lexile levels are increasing. We are seeing more students in grades K-2 reading more and being confident in their ability to read in general.		
	3.	LLI has been extremely beneficial for our campus.	2.	We continue to see a need to provide interventions for students across the campus in the area of literacy due to the fact that many students are coming to us with a limited background in letter, sound, and phonemic recognition in the primary grades.
	4.			
	5.		3.	There continue to be a deficit in student understanding of basic math fluency for students due to students not mastering all basic math skills across all grade levels.
	6.			

School Culture and Climate	1.	Restorative Practice implementation has led to a decrease in student discipline.	1.	We continue to see students coming to school with trauma that negatively impacts their ability to handle and deal with peers, redirecting their own emotions, and experiencing feelings of frustration if they struggle academically. Therefore, this is a need to continue to focus on meeting the social-emotional needs of students.
	2.	"Counselors provide direct social and emotional support to staff, students, and families. Our campus wide House System is beneficial." "	2.	
	3.		3.	
	4.		4.	
	5.		5.	
	6.		6.	

Staff Quality/ Professional Development	1.	Staff is dedicated to see students and the campus as a whole be successful.	1.	Data integration in the classroom (monitoring and adjusting) and improved significantly across campus. There is a need to dive deeper into focusing on the needs of individual students to help continue to achieve growth for all.
	2.			
	3.			
	4.		2.	PLC designed to meet the needs of staff (differentiation).
	5.		3.	
	6.		4.	
			5.	
		6.		
Curriculum, Instruction, and Assessment	1.	IPC demonstrate alignment between State Standards, objectives, and assessments	1.	Consistent high-quality access to district curriculum, at times, has been an issue due to the constant change in curriculum. Consistently aligning CF to IPC development.
	2.		2.	There is a need to continue to increase the number of math content experts on campus in order to continue to see gains in math achievement.
	3.			
	4.			
	5.		3.	Alignment of common assessments in grades PK-2 continues to be a focus due to lack of consistent creation of assessments that are aligned to TEKS at a rigorous level.
	6.		4.	
			5.	
		6.		

Family and Community Involvement	1.	Community is invested in the school.	1.	We continue to see a lack of significant parental involvement in academic instruction, student data understanding, and involvement across all grade levels. Therefore, we must continue to seek out ways to engage parents in the academic performance/success of their students.
	2.	Parents are more engaged in understanding the progress of their child than in previous years.		
	3.			
	4.		2.	Parents are not involved in our campus House System implementation due to a lack of campus focus in this area. We would like to explore ways to get our 3-5 parents involved in our House System. This will help support the continued gains we have made in creating a positive school culture and increasing parental involvement.
	5.			
	6.			
			3.	
			4.	
			5.	
			6.	
School Context and Organization	1.	Teachers are provided with one hour of planning daily in order to allow time for PLCs, grade level planning, and data meetings to occur as frequently as possible during the school day.	1.	Time continues to be an issue when attempting to conduct PLCs on campus. We would like to continue to prioritize and allocate time during the day for PLCs as much as possible.
	2.		2.	
	3.		3.	
	4.		4.	
	5.		5.	
	6.		6.	

Academic Excellence Goals

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

Campus Name: 117 - Como ES

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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.	62.50	23.21	14.29	30	
	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)				70	

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	Improve student achievement in grade 3 literacy.	<ol style="list-style-type: none"> 1. Provide PD focused on small group instruction and leveled reading. 2. Provide PD focused on best instructional practices in literacy. 3. Use an intervention block to provide targeted instruction for students in need of support. 4. Provide focused PD on improving writing instruction. 5. Utilize All in Learning to increase efficiency in gathering and monitoring all data in grades 3-5. 6. Train and implement system to monitor Achieve 3000 and Istation 7. Provide additional resources and 	Instructional Leadership	5/29/2020	Title I	15,886		
2 Title I	Improve percent of students in grades K-2 reading on or above grade level.	<ol style="list-style-type: none"> 1. Provide PD focused on small group instruction and leveled reading. 2. Provide PD focused on best instructional practices in literacy. 3. Use an intervention block to provide targeted instruction for students in need of support. Ensure resources and materials 4. Utilize teacher assistants to provide small group instruction in literacy. 5. Provide a focused PD on improving writing instruction. 6. Title 1 teacher will work with targeted students to increase reading levels 	Instructional Leadership	5/29/2020	Title I	61,884		
3 LEP	Improve student achievement in the area of literacy of our LEP students.	<ol style="list-style-type: none"> 1. Provide PD focused on small group instruction and leveled reading. 2. Provide PD focused on best instructional practices in literacy. 3. Use an intervention block to provide targeted instruction for students in need of support. Ensure resources and materials 4. Attend conferences/PD focused on bilingual education. 5. Assign a Master Teacher to specifically support DLE teachers. 		5/29/2020	Bilingual	1,000		

4	Title I	Attend professional conferences that will develop the instructional skills of staff members. PD will focus on instructional leadership skills, school culture, literacy, math, writing, science, bilingual education, and increasing the academic performance of all subpopulations.	<ol style="list-style-type: none"> 1. Attend the ASCD Conference. 2. Midwinter Conference 3. Ron Clark Academy Institute 4. Carnegie Math Institute 5. Texas Association for Bilingual Education Annual Conference 6. National Council of Teachers of Mathematics 7. Scholastic Reading Summit 8. Get Your Teach On 9. NAERP 	Instructional Leadership	6/30/2020	Other			
5	Title I	Improve student achievement in the area of literacy for all students.	<ol style="list-style-type: none"> 1. Provide PD focused on small group instruction and leveled reading. 2. Provide PD focused on best instructional practices in literacy. 3. Use an intervention block to provide targeted instruction for students in need of support. Ensure resources and materials 4. Utilize teacher assistants to provide small group instruction in literacy. 	Teacher(s)	5/22/2020	SCE	2,856		
6		Ensure resources are available to help support instruction for all student populations.	Allocate resources as needed to support campus as a whole.	Principal		Local (Basic Allotment)	19,565		
7									
8									
9									
10									
11									
12									
13									
14									
15									

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

BOY Status:

Principal Evidence:

Leadership Feedback: Need to add your BOY Status above here with a summary of implementation of literacy plan above. Also, would like to see us targeting by student groups that affect Domain 3. Some of your action steps might be duplicated but it will be important that we are targeting by groups. Also would like to include details to literacy plan as action steps.

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

13								
14								
15								

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

BOY Status:

Principal Evidence:

Leadership Feedback: Need to include in BOY Status a summary of the plan above. Also, would like to see us targeting by student groups that affect Domain 3. Some of your action steps might be duplicated but it will be important that we are targeting by groups. Also would like to include details to literacy plan as action steps

MOY Status:

Principal Evidence:

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12								
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