

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 120 - Mendoza ES, Rufino

Principal: Sanchez, Jennifer

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: 95.7
Special Education: 11.4
Dual Language/ESL: 50.6
Gifted and Talented: 10.9

Career and Technology: 0
Percentage of at-risk students: 94.8
Percentage of English Language (EL) students: 54.4
Percentage of economically disadvantage students: 88.8

2019-2020 Campus Site-Based Committee

Name	Role
Jennifer Sanchez	Principal
Claudia Rosales	Parent
Angie Zavala	Parent
Jessica Becerra	District Level Staff
Bill Berenson	Business Representative
Dina Aguirre	Community Representative
Jessica Gutierrez	Teacher
Silvia Perez	Teacher
2nd Grade Teacher	Teacher
4th Grade Teacher	Teacher
5th Grade Teacher	Teacher
Special Education or Fine Arts Teacher	Teacher
Monica Leffall	Campus Non-Teacher Professional
Jose Mendez Monge	Additional Representative Appointment

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Mendoza ES, Rufino. 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 56	72 - Met Standard
Domain 2: School Progress 72	
Domain 3: Closing The Gaps 71	

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 Achievement 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. Ratio of 16:1 in classrooms	1. 95% ED rate - trauma due to economic insecurity, homelessness, gaps in background knowledge compared with more affluent peers 2. Families cannot afford school supplies, books at home, field trips not provided by the District	1. 1. Implementation of the upgraded Mendoza Model in grades 1-5 to further refine our practices in our 5 target areas - Instructional Planning Calendars, Instructional Practices, Data Practices, Student and Staff Culture, Leadership Development. 2. 2. Improve parent outreach to strengthen the home-school connection so parents have the information and resources they need to support and advocate for their students in collaboration with school team.
	2. Community school with all students except SEAS within walking distance.		
	3. Low mobility Rate - lower than state and district	3. Large percentage of students identified as at risk for dropping out	3.
Student Achievement	1. TAPR Report indicates academic growth score for all grades, both subjects was 70 overall (85 for special education), 1 point higher than the State, 3 points higher than the District.	1. All subjects Reading, only 24% meeting grade level	5.
	2. Academic Growth Score for all grades ELA.Reading was 71 - 2 points higher than the State, 4 points higher than the District	2. All subjects - Math, only 14% meeting grade level.	
	3.	3.	
School Culture and Climate	1. Lower disciplinary referrals with Restorative Practices implementation	1. School-wide celebrations - not all staff members updating consistently, implementation came late this year 2. Need additional supports for Tier 3 students	
	2. School-wide student expectations created by staff posted throughout the campus		
	3. Culture of goal setting and ownership of actions needed to meet goals being built	3.	
Staff Quality/ Professional Development	1. Professional Development - aligned to needs and campus initiatives	1. Surplus of valued team members (we are a family)	
	2. Change Champions and Mentors - provide support to peers	2. Learning curve for new teachers with campus initiatives	
	3. Systems that support continuous improvement - PLCs, IPCs, collaboration, PD, feedback)	3. Burn Out	

Curriculum, Instruction, and Assessment	1.	IPCs for Math and Reading in 3-5 - targeted, focused instruction aligned to the TEKS. Change Champions aligning daily DOLs to Learning Objective and TEKS	1.	Inconsistency in IPC proficiency and alignment with lesson plans and instruction across grade levels.
	2.	PLCs and Data Meetings to plan, prepare, and create IPCs, lesson plans, and assessments.	2.	Not enough materials for DOLs and Quick Checks
	3.	Weekly or bi-weekly quick checks to gauge student mastery of targeted, high leverage TEKS	3.	Consistency of Aggressive monitoring and independent practice.
Family and Community Involvement	1.	Communication from school are in Spanish and English	1.	Low parent attendance at family events in upper grades
	2.	Many community services for families - CEP program, dental/vision programs like vision van, Fort Worth Future Fund with Catholic Charities, Junior Optimist Sports	2.	Wednesday folders for family communication are not being returned - impacts ability to send home information
	3.	Family Nights	3.	Very small PTA - no membership drive this year
School Context and Organization	1.	Teachers create weekly assessments aligned to IPC and TEKS.	1.	Visibility of District level support/Coaching in classrooms
	2.	Staff involved in decision making through surveys, PLCs, CNA & CEIP workshops,	2.	Aligned support to prevent mixed messages
	3.	School functions under plan for change created by Teaching Trust Team. Staff has input through surveys, PLCs, PD.	3.	

Academic Excellence Goals

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

Campus Name: 120 - Mendoza ES, Rufino

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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.	47.37	26.32	14.47	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)				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	Strategy 1: 100% of literacy teachers will implement the Balanced Literacy Model as measured by an aligned schedule and progress monitoring weekly by the leadership team and coach.	<ul style="list-style-type: none"> -Ongoing professional development and coaching in the Balanced Literacy Model -Materials for the classroom for implementation of the Balanced Literacy Model purchased by October 1, 2019. -Professional Development for Change Champions to increase their capacity to mentor and coach their peers in implementation of the Balanced Literacy Model - ongoing -Plan dates for instructional rounds and secure substitutes where needed by September 20, 2019 	Instructional Leadership	5/29/2020	Title I	15,002		
2 Title I	Strategy 1: 100% of literacy teachers will implement the Balanced Literacy Model as measured by an aligned schedule and progress monitoring weekly by the leadership team and coach.	<ul style="list-style-type: none"> -Materials for the classroom for implementation of the Balanced Literacy Model purchased by October 1, 2019. 	Instructional Leadership	10/1/2019	SCE	2,500		
3 Title I	Strategy 2: 100% of 2nd-5th grade literacy teachers will create weekly focused lessons that are aligned to IPCs 95% of the time.	<ul style="list-style-type: none"> -Create IPCs for each six weeks providing substitutes for pull outs where needed -Co-planning during PLCs approximately twice each month with the leadership team and coach -Weekly feedback through observation & feedback cycle on alignment of IPC, lesson plan, and instruction -For Tier 3 teachers who are struggling, there will be pull out co-planning. 	Teacher(s)	5/29/2020	Title I	2,400		
4 Title I	Strategy 3: 100% of Reading teachers will implement Literacy center activities aligned to the rigor of the standards TEK and differentiated for the individual student as identified by data.	<ul style="list-style-type: none"> -Purchase materials for differentiation of activities by September 20, 2019 	Teacher(s)	5/29/2020	Gifted & Talented	215		
5 Title I	Strategy 3: 100% of Literacy teachers will implement Literacy center activities aligned to the rigor of the standards TEK and differentiated for the individual student as identified by data.	<ul style="list-style-type: none"> -Purchase materials for differentiation of activities by September 20, 2019 	Teacher(s)	5/29/2020	Special Education	2,000		

6	Title I	Strategy 3:100% of Literacy teachers will implement Literacy center activities aligned to the rigor of the standards TEK and differentiated for the individual student as identified by data.	-Purchase LLI kits for differentiated small group instruction by tutor or teacher for the teacher table center	Teacher(s)	5/29/2020	Title I	10,000		
7	Title I	Strategy 4:100% of Literacy teachers will engage in the weekly analysis of student work to identify the highest leverage misconception resulting in a targeted reteach 95% of the time as measured by re-assessment data and progress monitoring by the leadership team and coach.	-Identify student gaps during data meetings -Develop action plans with instructional practices targeting each student's gap -plan and schedule reteach -Provide feedback on action plan and reteach through observation and feedback cycle -Purchase materials outlined in action plans - ongoing with initial purchase made by September 30th based on BOY data -Tutoring for additional re-teaching by teachers and Title 1 Tutor - ongoing, beginning after BOY data review	Other	9/20/2019	Title I	23,000		
8	Title I	Strategy 4:100% of Literacy teachers will engage in the weekly analysis of student work to identify the highest leverage misconception resulting in a targeted reteach 95% of the time as measured by re-assessment data and progress monitoring by the leadership team and coach.	- Extra duty pay for quarterly after-school data analysis and action planning regarding progress toward CIP goals by Change Champions (Campus Leadership Team/Guiding Coalition) -Copier rental for printing of resources and data in color where necessary	Other	9/20/2019	Local (Basic Allotment)	2,200		
9	LEP	Strategy 5: 100% of students will have access to appropriately leveled, high interest, multicultural, classic, contemporary, and culturally relevant texts in English and in Spanish to increase their independent reading proficiency as measured by district level assessments	- Purchase new books for the library meeting the criteria by 9-20-19 -Purchase texts for students to take home to increase time spent reading independently by 9-20-19 -Distribute take home texts throughout the year at planned intervals -Participate in Readers Are Leaders program -Librarian will develop, implement and monitor a campus wide reading program to promote independent reading.	Instructional Leadership	9/20/2019	Title I	12,500		
10	LEP	Strategy 5: 100% of students will have access to appropriately leveled, high interest, multicultural, classic, contemporary, and culturally relevant texts in English and in Spanish to increase their independent reading proficiency as measured by district level assessments	-Purchase texts for students to take home to increase time spent reading independently by 9-20-19 -Distribute take home texts throughout the year at planned intervals -Participate in Readers Are Leaders program -Librarian will develop, implement and monitor a campus wide reading program to promote independent reading.	Instructional Leadership	9/20/2019	Bilingual	1,150		
11	Title I	Strategy 5: 100% of students will have access to appropriately leveled, high interest, multicultural, classic, contemporary, and culturally relevant texts in English and in Spanish to increase their independent reading proficiency as measured by district level assessments	-Repair or replace worn or damaged library books, replace lost, unrepairable, and outdated library books. -Participate in Readers Are Leaders program -Librarian will develop, implement and monitor a campus wide reading program to promote independent reading.	Other	9/20/2019	Local (Basic Allotment)	4,300		
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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: 120 - Mendoza ES, Rufino

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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 at grade level or above in Math will increase from	24	50
				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	Strategy 1: 100% of math teachers will implement the FWISD Elementary Math Model as measured by an aligned schedule and progress monitoring weekly by the leadership team and coach.	<ul style="list-style-type: none"> -Ongoing professional development and coaching in the district model for elementary Math -Materials for the classroom for implementation of the district Math model by October 1, 2019. -Professional Development for Change Champions to increase their capacity to mentor and coach their peers in implementation of the district Math model - ongoing -Plan dates for instructional rounds and secure substitutes where needed by September 20, 2019 	Instructional Leadership	4/12/2019	Title I	10,004		
2 Title I	Strategy 1: 100% of math teachers will implement the FWISD Elementary Math Model as measured by an aligned schedule and progress monitoring weekly by the leadership team and coach.	<ul style="list-style-type: none"> -Materials for the classroom for implementation of the district Math model by October 1, 2019 	Instructional Leadership	9/20/2019	SCE	1,424		
3 Title I	Strategy 2: 100% of 2nd-5th grade Math teachers will create weekly focused lessons that are aligned to IPCs 95% of the time.	<ul style="list-style-type: none"> -Create IPCs for each six weeks providing substitutes for pull outs where needed -Co-planning during PLCs approximately twice each month with the leadership team and coach -Weekly feedback through observation & feedback cycle on alignment of IPC, lesson plan, and instruction -For Tier 3 teachers who are struggling, there will be pull out co-planning. 	Teacher(s)	9/23/2019	Title I	3,000		
4 Title I	Strategy 3: 100% of Math teachers will implement Math center activities aligned to the rigor of the standards TEK and differentiated for the individual student as identified by data.	<ul style="list-style-type: none"> -Purchase materials for differentiation of activities by September 20, 2019 	Teacher(s)	9/20/2019	Title I	3,000		
5 SPED	Strategy 3: 100% of Math teachers will implement Math center activities aligned to the rigor of the standards TEK and differentiated for the individual student as identified by data.	<ul style="list-style-type: none"> -Purchase materials for differentiation of activities by September 20, 2019 	Instructional Leadership	9/20/2019	Special Education	1,140		
6 SPED	Strategy 3: 100% of Math teachers will implement Math center activities aligned to the rigor of the standards TEK and differentiated for the individual student as identified by data.	<ul style="list-style-type: none"> -Purchase materials for differentiation of activities by September 20, 2019 	Instructional Leadership	9/20/2019	Gifted & Talented	215		

7	Title I	Strategy 4:100% of Math teachers will engage in the weekly analysis of student work to identify the highest leverage misconception resulting in a targeted reteach 95% of the time as measured by re-assessment data and progress monitoring by the leadership team and coach.	-Identify student gaps during data meetings - ongoing -Develop action plans with instructional practices targeting each student's gap - ongoing -plan and schedule reteach - ongoing -Provide feedback on action plan and reteach through observation and feedback cycle -Purchase materials outlined in action plans - ongoing with initial purchase made by September 30th based on BOY data -Tutoring for additional re-teaching by teachers - ongoing beginning after BOY data	Instructional Leadership	5/22/2020	Title I	13,000		
8	Title I	Strategy 4:100% of Math teachers will engage in the weekly analysis of student work to identify the highest leverage misconception resulting in a targeted reteach 95% of the time as measured by re-assessment data and progress monitoring by the leadership team and coach.	Extra duty pay for quarterly after-school data analysis and action planning regarding progress toward CIP goals by Change Champions (Campus Leadership Team/Guiding Coalition) -Copier rental for printing of resources and data in color where necessary	Instructional Leadership	5/1/2020	Local (Basic Allotment)	2,199		
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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:

Learning Environment Goals

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

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Parent organization membership will increase as measured by the School Profile from	0	30	September 6, 2019
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	12	6	May 31, 2020
	Health Related Elementary - (Target 75%) Percentage of the 30 health lessons Grades K-5 the school health teacher delivers will increase from	50%	75%	May 31, 2020

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	Parent Liaison to facilitate parent increased volunteer opportunities and support PTA.	Secure commitment for 2019-2020 from parent liaison	Principal	5/31/2019	Title I	10,000	Completed	
2 Title I	PTA will hold a general meeting at the beginning of each family night event to increase awareness of their mission and secure additional members. The campus will also publish PTA events through campus outreach tools to increase parent participation.	-Schedule parent nights and purchase materials by September 20, 2019. -Collaborate with PTA to schedule their general meetings during these nights and participate in them. -Calendar all PTA events in the draft general calendar.	Other	9/20/2019	Title I	3,000		
3 Title I	75% of health lessons will be taught by the PE coach during PLC enrichment time in 1st-5th grades as measured by an IPC for Health and classroom walkthroughs.	-Teacher will create IPC for Health August 15, 2019 during waiver day. -Purchase non-perishable materials to support Health lessons by September 20, 2019 -Monitor Health lessons during walkthroughs in PLCs	Instructional Leadership	9/20/2019	Local (Basic Allotment)	500		
4 Title I	100% of staff members will implement student culture routines and PBIS/TBRI/Restorative Practices with 1st-5th grade students 95% of the time to address student social-emotional needs and build a college and career readiness as measured by a decrease in the number of duplicate disciplinary incidents and an increase in student growth and achievement.	-Train all staff on TBRI/PBIS/Restorative Practices and student culture routines - ongoing -Revise routines, incentive program, and college and career messaging -purchase student incentives and messaging campaign materials by September 20, 2019	Instructional Leadership	5/29/2020	Title I	3,000		
5 Title I	Decrease the number of disciplinary incidents occurring in the cafeteria by hiring a cafeteria monitor to provide adult support	Hire campus monitor	Principal	5/31/2019	Local (Basic Allotment)	5,000	Completed	
6 Title I	- Improvements to building to create a safe, welcoming environment for students, families, and staff	- Plants for beds and planters at front of school - Upgrade flooring in ALE Room in SEAS - Repairs and paint for two restrooms renovated to increase number of toilets for staff from 1 to 3 -Additional maintenance and repairs outside of normal maintenance schedule	Principal	11/29/2019	Local (Basic Allotment)	4,000		
7 Title I	Further develop student clubs and organizations to increase student engagement and student/parent ownership & embrace of college, career, and community leadership mindset as progress monitored through the student campus climate survey	-Maintain current student clubs/organizations and increase their visibility on campus and participation in community events: - Student Council, Optimist Club sports, running club -Fund teacher proposals for additional afterschool clubs that align with and support the campus and district mission	Instructional Leadership	9/27/2019	Local (Basic Allotment)	2,000		

8	Title I	Campus leadership communications will all stakeholder groups will result in clarity of message and expectations, resulting in stakeholder ownership of campus goals within each stakeholder group.	-Copier rental for printing of campus communications to different stakeholder groups	Instructional Leadership	5/29/2020	Local (Basic Allotment)	2,500		
9	Title I	Provide additional assistance in the office to aid parents in completing the online registration process to increase parent satisfaction with our level of customer service as measured by the campus climate survey for parents.	-Hire extra duty help for registration open hours the week prior to school starting and on the first day of school.	Principal	8/21/2019	Local (Basic Allotment)	430		
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BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

