

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

**Campus Name:** 123 - Dillow ES, S.S.

**Principal:** Flagler, DuVaughn

**Executive Director:** Sonja Starr-Malone

## 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: 95.6  
Special Education: 4.1  
Dual Language/ESL: 52  
Gifted and Talented: 6.3

Career and Technology: 0  
Percentage of at-risk students: 82.4  
Percentage of English Language (EL) students: 53.1  
Percentage of economically disadvantage students: 85.7

### 2019-2020 Campus Site-Based Committee

Name	Role
Vaughn Flagler	Principal
Yiana Rhynes	Other
Kirchanda Johnson	Teacher
Monica Rojas	Teacher
Kelsey Kenney	Teacher
Cayce Allen	Teacher
Daniela Collazo	Campus Non-Teacher Professional
Lori Freeman	District Level Staff
Amelia Armas	Parent
Erica Walker	Parent
Andrea Torres	Parent
Mary James	Community Representative
Lanell Dancer	Community Representative
Simeon Henderson	Business Representative
Rocio Mireles	Business Representative

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Dillow ES, S.S.. 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>72 - Met Standard</b>
Domain 2: <b>School Progress</b> 72	
Domain 3: <b>Closing The Gaps</b> 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. Many of our students are returning students.	1. Some students transfer between schools in the area causing enrollment uncertainty.	1. Positive outlook on what we are capable of achieving as a school.
	2. Support from community and in school parent works.	2. Parent communication on various levels is something to work towards.	2. Constant collaboration with grade level and subject areas.
	3.	3. Staffing to meet demographic needs is something we need to improve upon.	3. Better understanding of how to use data to drive instruction.
Student Achievement	1. We are a dual language campus.	1. Students lean more on the Spanish language in comparison to English.	4. Using the best teaching practices and instructional tools.
	2. Math performance in the upper grade levels has been better in comparison to other subject areas.	2. Literacy intervention program for tier 2 and tier 3 students.	5. Being consistent with what we do well and adjusting the things that require improvement.
	3. Closing gaps in Achieve 3000 to improve students reading.	3. Attendance affecting students performance.	
School Culture and Climate	1. Staff members are positive, willing to learn, adapt, work together and accept change.	1. Staff needs more guidance, time and support to ensure student success.	
	2. Celebrating and recognizing teacher and student achievements.	2. Helping and supporting new staff members with instruction and performing at high levels.	
	3.	3. Instructional training and support for all teachers especially new teachers.	
Staff Quality/ Professional Development	1. Teachers are working to learn more about Google Docs, MAP, Pearson resources and Achieve 3000.	1. Staff needs more in depth training to better utilize district resources and programs.	
	2. We have been able to retain many of our staff members from the previous school year.	2. We need more support with special needs students and best instructional practices.	
	3.	3.	
Curriculum, Instruction, and Assessment	1. Teachers plan and teach to the TEKS.	1. Teachers need more practice on breaking down data and the instruction that follows.	
	2. The amount of resources available for teachers to use.	2. Proper training and information on how to best use district adoptions.	
	3.	3.	
Family and Community Involvement	1. Parent liaisons and volunteers support the school.	1. More parent involvement and communication tools would be helpful.	
	2.	2.	
	3.	3.	
School Context and Organization	1. Administration, teachers and staff work together in subgroups and as a whole.	1. Scheduling, meeting and consistent collaboration.	
	2.	2.	
	3.	3.	

# Academic Excellence Goals

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

Campus Name: 123 - Dillow ES, S.S.

Principal: Flagler, DuVaughn

Executive Director: Sonja Starr-Malone

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.	116.68	45.61	23.86	35%	
	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)				40%	
	40% of Students in grades 3-5 will achieve meets expectation on the Reading STAAR assessments.	65%	40%	25%	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	Expose students to more rigor and STAAR like questions throughout the school year.	Using STAAR like questioning. Specific planning with rigorous lessons. Collaboration and breaking down data. Data used to improve instruction. Spiraling TEKS throughout the school year.	Teacher(s)	5/29/2020	Title I	3,000	Below Target	
2 Title I	Sending teachers to district and region trainings that will improve their instruction.	Learning best teaching practices. More exposure to instructional tools. Teachers training teachers from learned materials at training.	Teacher(s)	5/29/2020	Title I	2,500	Below Target	
3 Title I	More time and tools for teachers to plan and break down data. Disseminating information to students and parents.	Subs to relieve teachers and give them additional time to plan. After school meetings that will focus on team and vertical building. Hiring of a Data Analyst. Data Analyst will break down and help teachers understand data. Teachers will use data to drive and improve instruction. Parent staff support with disseminating information to parents.	Teacher(s)	5/29/2020	Title I	60,693	Below Target	
4 Title I	More fun and educational books in the library.	Review books that will be interesting and educational for students. More time and access in the library. Student access to books.	Teacher(s)	5/29/2020	Title I	3,300	Below Target	
5 Title I	Tier 2 and Tier 3 instruction inside and outside of the classroom.	Teachers pulling small groups daily to improve student comprehension and fluency. Tutors pushing into and pulling students. Special education providing inclusion instruction for lower level students.	Teacher(s)	5/29/2020	Title I	5,000	Below Target	
6 Title I	Increase parent involvement to improve community and culture which will lead to better student outcomes.	Communication with parents on what is going on in their students classroom and the school. More opportunities for parents to assist at school. Events for parents to help and be a part of.	Teacher(s)	1/27/2020	Title I	2,500		

7	Title I	Working with students to better support them making the transition from Spanish & English to 100% English by the time they are in 5th grade.	More opportunities for students to learn in English. Dual language huddles and meetings. Collaborating with Dual Language district support. Purchasing reading programs and/or materials that support Spanish and English reading opportunities.	Teacher(s)	5/29/2020	Bilingual	1,580	On Target	
8	Title I	Students being able to access more resources that are on their personal level and grade level to help close gaps.	Working with teachers on different reading strategies. District training opportunities. Purchasing more books with various reading levels.	Teacher(s)	5/29/2020	Special Education	1,315	Below Target	
9	Title I	Exposure to more opportunities and ways to improve students reading and comprehension.	Bringing in assistants to support teachers and pull small groups. Informing parents how they can support students in and outside of school. After school programs that will build culture and present more opportunities to disseminated information to parents to promote reading and other educational activities. Access to more technology to use reading programs that improve reading.	Principal	5/29/2020	SCE	4,968	Below Target	
10	Title I	Creating more activities to intrigue and challenge our high level learners.	Purchasing materials that will help students complete interactive activities during GT instruction.	Teacher(s)	5/29/2020	Gifted & Talented	216	On Target	
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:

**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:

Leadership Feedback:

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:



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:

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:



