

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 124 - Logan ES, Maude I.

Principal: Moore, Steven

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: 90.4
Special Education: 4.5
Dual Language/ESL: 19.6
Gifted and Talented: 2

Career and Technology: 0
Percentage of at-risk students: 74.8
Percentage of English Language (EL) students: 20.3
Percentage of economically disadvantage students: 94.6

2019-2020 Campus Site-Based Committee

Name	Role
Steven Moore	Principal
Dr. Jacqueline Walters	Campus Non-Teacher Professional
Angela Hall	Campus Non-Teacher Professional
Crystal Romero	Teacher
Safiyah Omar	Teacher
Tequila Lockridge	Teacher
Heidi Stevens	Teacher
Alex Seltzer	District Level Staff
Cecilia Hernandez	Parent
Brianika Sheridan	Parent
Chell Goodrich	Community Representative
Greg Ellis	Business Representative
Linda Nelson	Business Representative
Molly Murador-Cobb	District Employee Relations Council Representative

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Logan ES, Maude I..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	84 - Met Standard
Domain 2: School Progress 89	
Domain 3: Closing The Gaps 73	

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: 1	

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. Teacher Student Ratios for K-5th grade classes are smaller allowing for additional intervention support	1. Reading - RP/DL students need more time engaged in reading quality literature in order to increase vocabulary, stamina, comprehension & fluency; Root Cause: AA RP/DL students enter kindergarten with a significant vocabulary deficit. Many of these students also have insufficient letter and number recognition. 2. 3.	1. Increase literacy levels in all grade levels
	2.		2. Address math performance gaps in all grade levels
	3.		3. Increase parent engagement
			4. Build and sustain positive school culture and climate
			5.
Student Achievement	1. Students have made gains in all content areas; evidence of student growth as measured by all Benchmarks and Reading Levels	1. Literacy - Higher Order thinking skills, particularly those outlined in Figure 19 Root Cause: Intentional planning. Ensuring proper alignment of LO, IPC, and Standards.	
	2.	2. Math - Problem Solving and foundational skills Root Cause: Intentional planning. Ensuring proper alignment of LO, IPC, and Standards.	
	3.	3. Literacy - Pull out literacy interventionist to provide data driven student support. Root Cause: Intentional planning. Ensuring proper alignment of LO, IPC, and Standards.	
School Culture and Climate	1. Culture Routines including Morning Pep rally and procedures have made a great impact on student and staff culture.	1. Lunch routines, Foundational social skills i.e. disagreeing, motivation/goal setting, and Growth Mindset. Provide male African American students with additional motivation	
	2.	2.	
	3.	3.	
Staff Quality/ Professional Development	1. 90% new faculty and staff. Most classroom teachers have experience with teaching and delivering effective content.	1. Professional development - implementing focused PD in four impact areas - Culture, Instructional Practices, Data Practices, IPCs	
	2.	2.	
	3.	3.	

Curriculum, Instruction, and Assessment	1.	Implementing student data in our instruction through aligned curriculum and materials in our impact grade (3rd)	1.	Intervention support and resources that provide instruction with student engagement strategies
	2.		2.	
	3.		3.	
Family and Community Involvement	1.	Larger turnout for family and school events.	1.	More opportunities for parents and community to engage with the campus
	2.		2.	Provide PD to help teachers positively engage with families.
	3.		3.	
School Context and Organization	1.	Impact grade has embraced a new mindset - successfully - and been instrumental in making campus wide changes.	1.	Create the same cultural mindset at all other grade levels and incorporate those teachers as partners in change.
	2.		2.	
	3.		3.	

Academic Excellence Goals

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

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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.	52.54	20.34	10.17	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)				55	

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 grades 3-5 literacy	<ol style="list-style-type: none"> 1. Provide PD focused for small group instruction. 2. Provide PD focused for best instructional practices in literacy. 3. During intervention 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. Implement systems to monitor Achieve 3000 and ISIP. 7. Provide supplies and materials to support literacy -Motivation 	Instructional Leadership	5/29/2020	Title I	20,000	Not Started	
2 Title I	Improve percent of students in grades K-2 literacy on or above grade level.	<ol style="list-style-type: none"> 1. Provide PD focused for small group instruction and leveled reading. 2. Provide PD focused for best instructional practices in literacy. 3. Use an intervention block to provide targeted instruction for students in needs of support. 4. Utilize teacher assistants to provide small group instruction in literacy. 5. Provide focused PD on improving writing instruction. 	Instructional Leadership	5/29/2020	Title I	15,000	Not Started	
3 Title I	Improve student achievement in grades 3-5 DL/ELL literacy	<ol style="list-style-type: none"> 1. Provide PD focused for DL small group instruction. 2. Provide PD focused for 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. Implement systems to monitor Achieve 3000 and ISIP. 7. Provide supplies and materials to support literacy. 	Instructional Leadership	5/29/2020	Title I	17,500	Not Started	

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 which is a summary of your 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:

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