

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

**Campus Name:** 129 - John T. White Elementary School

**Principal:** Moye, Nikita

**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: 94.4

Special Education: 5

Dual Language/ESL: 14.2

Gifted and Talented: 3.4

Career and Technology: 0

Percentage of at-risk students: 69.4

Percentage of English Language (EL) students: 14.4

Percentage of economically disadvantage students: 90.3

### 2019-2020 Campus Site-Based Committee

Name	Role
Nikita Moye	Principal
Julissa Gonzalez	Teacher
Melodie Fields	Teacher
Terry Hebert	Teacher
Iris Morales	Teacher
Andrea Sipho	Parent
Linda Miller	Parent
Candice Lemon	Parent
David Guerra	District Level Staff
Mary Redmon-James	Community Representative
La Tonya Copeland-Berry	Community Representative
Annie Mc Cormick	Community Representative
Laura Smith	Additional Representative Appointment
Deborah Brown	Additional Representative Appointment

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for John T. White Elementary School. 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> 59	<b>85 - Met Standard</b>
Domain 2: <b>School Progress</b> 89	
Domain 3: <b>Closing The Gaps</b> 75	

### 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: 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. Smaller class size in K-5 classrooms increases the efficacy of classroom intervention and targeted student instructional needs	1. Lack of empathy on the part of students due to the culture	1. Ensure cohesive grade level teams working together to impact student learning
	2. JTW has a diverse staff	2. High Mobility Lack of participation of parents at parent meetings	2. Positive community support by parents to impact student readiness for learning
	3.	3. Lack of participation from parents at parent meetings.	3. Ensure equality of resources between the core contents. Improve data processes across grade levels and teacher collaboration campus wide
Student Achievement	1. According to the 2017 and 2018 STAAR Performance rates for all students tested, evidence shows growth in reading and math.	1. Lack of aligned district curriculum	4. Provide teachers with resources to address social emotional needs of children
	2. Campus rating went from an F to a B rating.	2. Ineffective and inconsistent team collaboration and implementation of practices	5. Address the lack of empathy on the part of John T White students
	3. Students are aware of how and why they track their own data	3. Provide students with a data folder to track their own data	
School Culture and Climate	1. School-wide implementation of Circle and Restorative Practices has improved campus culture and climate.	1. More explicit training needed for teachers dealing with highly traumatized children.  Additional training for the Leadership Team to support the campus mission and vision	
	2. Solid morning routine practices allow us to monitor students' arrival to campus and ensure their day begins positively.	2.	
	3. House System allows for positive celebration of good behavior.	3. Create a yearly plan for celebrations	
Staff Quality/ Professional Development	1. TBRI training from interventionists helped teachers support students' social emotional needs.	1.	
	2. Highly qualified and committed teaching staff	2.	
	3.	3.	
Curriculum, Instruction, and Assessment	1. Designated intervention time with additional staff present in the classroom.	1. Specifically identified intervention resources for all content areas	
	2. Aggressive monitoring training	2. Assessments are inconsistently aligned and there are too many assessments without time to implement needed instruction	
	3. Data driven instruction	3. Focus PLC's and data meetings on how to use the data collected for impacting instruction and student mastery	
Family and Community Involvement	1. Literacy Night, Math Night and Science Night all well-attended.	1. Active PTA	
	2. Golden Owls	2. Lack of attendance at Parent/Teacher conferences	
	3. Parent attendance incentives	3. Regular newsletter for JTW families	

**School Context and Organization**

1.	Weekly PLC/data meeting time.	1.	Better communication to teachers about home environment to be proactive in the school setting
2.	School-wide procedures and practices in place	2.	
3.		3.	

# Academic Excellence Goals

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

Campus Name: 129 - John T. White Elementary School

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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.	50.72	23.19	11.59	60.0	
	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)				70.0	

### 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 K-2 literacy for RP and Bilingual Students	Students will receive free books to take home in order to provide students with books to support family engagement in reading practices	Instructional Leadership	5/31/2020	Title I	3,000		
2 Title I	Improve % of students reading on or above grade level in grades K-2 for all student groups.	Provide PD for the implementation of the Leveled Literacy Intervention system which will support in closing the gap with students who are considerably below grade level reading standards. Provide additional reading resources to support Tier Intervention.	Instructional Leadership	5/31/2020	Title I	5,000		
3 Title I	Improve student achievement in grades 3-5 literacy for RP students and subgroups.	Use the Title 1 Reading Teacher to strategically support those students who need additional comprehension support. Provide additional level readers to support in the advanced levels in our library. Monitor intervention time to ensure that students are receiving targeted instruction.	Principal	8/5/2019	Title I	71,164		
4 Title I	Improve student achievement in grades 3-5 literacy for Bilingual Students and subgroups.	Support reading instruction across grade levels by specifically identifying students that need vocabulary support and comprehension. Implement the Bilingual model as specified by LAN Provide PD to support the Bi-lingual program transition Provide subs for planning and PD Monitor intervention time to ensure that students are receiving targeted instruction	Teacher(s)	8/19/2019	Title I	5,000		
5 Title I	Improve % of students reading on or above grade level in grades K-2 Improve student achievement in grades 3-5 literacy	Provide PD on high leverage literacy strategies to improve literacy across grade levels and use ALL in learning to track student progress. Provide resources for intervention and monitor intervention time to ensure that students are receiving targeted instruction Provide PD (in district/out of district) on research aligned practices to support student mastery Provide planning time with in the school day by securing subs.	Instructional Leadership	5/2/2020	Title I	5,000		
6 Title I	Improve % of students reading on or above grade level in grades K-5 for RP and Bilingual students.	Use the Computer Lab assistant to strategically support literacy across all grade levels (I-Station) & Google Classroom	Other	5/31/2020	Title I	23,174		

7	SPED	Align curriculum and assessments to TEKS with a year-long scope and sequence for students in Pre-K-5. Students in Special Education will use the same scope and sequence and vertical alignment to support scaffolding instruction	Implement and follow the TRS scope and sequence Align assessment by using Illuminate Ed Provide resources and supplies for materials needed for Sped students to incorporate engaging student activities.	Principal	8/19/2019	Special Education	3,284		
8	Title I	Improve % of students reading on or above grade level in grades 3-5 for all student groups.	Purchase Tier 3 Intervention resources to support instruction	Principal	8/19/2019	SCE	3,456		
9	Title I	Improve the selection of library books and resources for lessons in the school library	Purchase library books to provide a variety of genres and reading experiences for students in grades PK-5 Provide Resources and supplies for the librarian to conduct lessons during library time	Other	5/29/2020	Local (Basic Allotment)	7,300		
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11									
12									
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15									

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

**BOY Status:**

Principal Evidence: The strategies and action steps will be implemented and monitored to increase our AA and Bilingual students growth performance. Student growth will improve by moving students from Approaching to Meets and Meets to Masters.

Leadership Feedback: Add BOY Status above. This is a summary of your plan. 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:



12								
13								
14								
15								

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Principal Evidence: The strategies and action steps will be implemented and monitored to increase our AA and Bilingual students growth performance. Student growth will improve by moving students from Approaching to Meets and Meets to Masters.

Leadership Feedback: Need to add 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 math plan as action steps

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:





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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: The Leadership Academy at John T. White students, staff, and community will work together to ensure a safe and social-emotional supportive learning community.

Leadership Feedback: add BOY status above

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:

