

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 135 - Van Zandt-Guinn ES

Principal: Fuentes, Debora

Executive Director: Hilda Caballero

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: 95.2
Special Education: 7.9
Dual Language/ESL: 19.8
Gifted and Talented: 4.7

Career and Technology: 0
Percentage of at-risk students: 66.2
Percentage of English Language (EL) students: 19.5
Percentage of economically disadvantage students: 93.9

2019-2020 Campus Site-Based Committee

Name	Role
Debora Fuentes	Principal
Merari Garcia	Teacher
Melina Malave	Teacher
Fernando Sanchez	District Employee Relations Council Representative
Derenda Bailey	Business Representative
Lorraine Chambers	Business Representative
Mason Wagner	Business Representative
IM Terrell Alumni	Community Representative
Cynthia Banks	Community Representative
Jasmine Posada	Community Representative
Geraldine Williams	Community Representative
Berty Magana	District Level Staff
Eva Williams	District Level Staff
Keshia Washington	Parent
Tracee Culpepper	Campus Non-Teacher Professional
Joyce Thomas	Additional Representative Appointment

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Van Zandt-Guinn 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 50 Domain 2: School Progress 53 Domain 3: Closing The Gaps 46	51 - Improvement Required

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. Diversity among students and Staff	1. High Absenteeism and tardies of both staff and students	1. Demonstrate alignment (within the grade and across the grade levels) of instructional expectations in every classroom with a focus in the early grades.
	2. High Male Teacher Ratios	2.	2. Increase parental involvement by developing programs that will educate parents on the importance of students' attendance and the reinforcement of basic math and reading skills at home.
	3.	3.	3. PBIS plan that positively reinforces the growth mindset of students, including pillars of good character, decrease in students' referrals for disrespect and fighting and an increase in student and teacher morale on the campus.
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Student Achievement	1.	Extended Learning Day interventions (After school and Saturday Camps) are consistent and helping to close learning gaps for students.	1.	Students are not making adequate progress as per our local assessments and 2018 STAAR Math, Reading, Writing and Science.
	2.	Early Learning (K - 2) students progressing on level through the implementation of Neuhaus.	2.	On average students are reading at least 2 reading levels below grade level as per our Fountas & Pinnell, Benchmark Assessments, Star Reading Assessment, Accelerated Reading Scores and Achieve 3000.
	3.			
	4.		3.	% of identified GT students are low
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School Culture and Climate	1.	PBIS Plan is in place and visible to parents, students, staff and all stakeholders	1.	A campus-wide behavior reward system is inactive (Tiger Store is not active).
	2.	Mentoring Programs in place for high risk students.	2.	Low Morale; staff are feeling overwhelmed.
	3.	Recognition of Staff in Tiger Beat on hallway bulletin boards.	3.	
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**Staff Quality/
Professional
Development**

1.	Campus Vertical Alignment and PLCs are in place and meet consistently.	1.	Lack of content knowledge and experience in elementary.
2.	School-wide literacy initiative which includes a 10-minute read aloud by every teacher during the first 10 minutes of the instructional day, mandatory reading journals/logs and reading theme: "Reading is my SUPERPOWER!"	2.	Lack of follow through and implementation of objectives.
3.	Every teacher on campus has an instructional coach to help improve practices by receiving coaching sessions and model lessons.	3.	
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**Curriculum,
Instruction, and
Assessment**

1.	Instructional Planning Calendar are in place.	1.	Teacher have several academic programs to implement and keep track of in their classrooms.
2.	Master schedules created to maximize instructional time and avoid interruptions to major content areas.	2.	Frequency of assessments do not allow enough time to teach concepts the students demonstrate they are performing low.
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Family and Community Involvement

1.	Implementation of Parent Conferences	1.	Lack of working phone numbers for parents.
2.	Strong SBDM Team is in place and active.	2.	The Campus does not have a Marquee and relies social media, emails, text messages, phone calls, Parent Portal and word of mouth to communicate with parents and community members about events occurring on the campus.
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6.		3.	There is not an active PTO in place on the campus.
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School Context and Organization

1.	Shared Campus Calendar is in place.	1.	There are a high number of interruptions during instructional time.
2.	Support for staff by Administration Team and Coaches.	2.	School-wide transitions and routines are not consistently defined and followed by teachers and students.
3.	The counselor and the Student Support Team will conduct weekly 30 minute Social-Emotional Lessons.	3.	
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Academic Excellence Goals

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

Campus Name: 135 - Van Zandt-Guinn ES

Principal: Fuentes, Debora

Executive Director: Hilda Caballero

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.	61.67	28.33	15.00	33%	
	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)					
	By June of 2020, 75% of students in grades 3 - 5 will approach standard on the 2020 STAAR Reading assessment as measured by Domain One of the State's Accountability System.	55%	20%	9%	75%	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	Professional Learning Communities - During the 2019-2020 school year, 100% of Pre-K through 5th grade teachers will actively participate in weekly 90 minute Professional Learning Communities in order to strengthen the literacy instruction and reading achievement of all students.	<ol style="list-style-type: none"> 1. Create campus wide PLC master schedule in Google Drive 2. Leadership team will train all teachers in PLC 4 week-cycle 3. PLC's will follow a four-week cycle (Broad Planning, Specific Planning, Analyzing Student Learning/student work, and Response to Intervention) 4. Conduct Learning Walks and the criteria of campus learning priorities and student engagement. Teachers will receive immediate feedback in order to improve instruction. 5. Teachers will analyze targeted TEKS to create IPCs. 	Principal	5/28/2020			Incomplete	
2 Title I	Balanced Literacy Foundational Skills - During the 2019-2020, 100% of Pre-K - 5th grade literacy teachers will implement all components of the Structured Literacy Block/Balanced Literacy Foundational Skills with a focus on differentiation.	<ol style="list-style-type: none"> 1. K-2nd grade teachers will follow the Neuhaus Scope and Sequence. 2. By spring 2020, 80% of students grades K-5th grade will grow at least 4 levels as measured by their mastery checks and/or F&P assessments administered 3 times a year. 3. Teachers will provide differentiated instruction through SGGR. 4. Implementation of school-wide read aloud and reading journals. 5. Supplies will be provided for reading initiatives including ABC books for PK classes. 	Instructional Leadership	5/28/2020	Title I	3,978	Incomplete	
3 Title I	Assessment, data and Intervention - BOY, MOY, EOY assessments and district benchmarks will be administered to students in order to track and monitor students' progress and guide teachers' data driven decisions which impact instruction.	<ol style="list-style-type: none"> 1. Students will be administered F&P 3 times a year, STAR Reading 3 times a year, District reading benchmark 2 times a year and Achieve3000 3 times a year. 2. 100% of students will receive differentiated instruction during SGGR as a means to compact their learning with early literacy skills, reading comprehension and low performing TEKS. 3. Extended learning days/week to address students' learning gaps and/or TEKS that students' achieve 50% or less mastery scores, as measured by interim. 	Other	5/28/2020	Title I	60,319	Incomplete	

4	Title I	Student Leadership - By spring 2020, 80% of students in 2nd-5th grade students will state their Lexile level and targeted goal, demonstrate a growth of at least 200 Lexile points and meet the 80 activities district expectation as measured by Achieve3000 performance reports.	1. Administrators will monitor A3000 and provide feedback weekly, teachers will follow the lesson sequence for A3000 lessons and TA III (lab TA) will monitor small group protocols for A3000 and students will receive and complete at least ten A3000 lessons a month. 2. 100% of teachers will participate in designated data time with students at the end of every reporting period, Data Analyst will conduct checks of students leadership binders and Student-led conferences during Academic Nights.	Other	5/28/2020	Title I	25,436	Incomplete
5	Title I	Professional Learning Opportunities - 100% of teachers will increase knowledge and expertise in delivering tier 1 instruction and providing interventions by engaging in two book studies.	1. By December 2019, teachers will complete reading and analyzing the book, "The Fundamental Five" and will implement all five practices in their teaching. 2. By May 2020, teachers will analyze the highest-leverage techniques found in the book, "Teach Like a Champion" in order to increase productivity as witnessed in student engagement, accountability and achievement. 3. Literacy coach will deliver trainings that address F&P running records, SGGR, genre studies, comprehension skills, etc.	Teacher(s)	5/28/2020	Local (Basic Allotment)	1,000	Incomplete
6	Title I	Assessment, data and Intervention - using BOY and MOY data at-risk students will be required to attend extended school intervention on Saturday mornings in order to increase reading foundational skills.	1. 5th grade students will attend monthly Saturday school intervention sessions provided by certified teachers and when necessary TAs. 2. Students will track their progress using the leadership binders to document increased points in interim assessments. 3. In the Spring of 2020, 3rd - 5th grade students will attend Saturday School twice a month. Instruction will be provided by certified teachers and TAs.	Principal	5/28/2020	SCE	5,500	On Target
7					5/28/2020			
8					8/15/2019			
9					8/30/2019			
10					9/5/2019			
11					9/27/2019			
12					5/9/2020			
13					5/9/2020			
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:

Mission Goals

Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

Campus Name: 135 - Van Zandt-Guinn ES

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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	21%	25%	EOY
	By June of 2020, 72% of students grades 3 - 5 will approach standard on the 2020 STAAR Mathematics assessment as measured by Domain One of the State's A	59%	72%	June 19, 2019

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	Professional Learning Communities - During the 2019-2020 school year, 100% of Pre-K through 5th math grade teachers will actively participate in weekly PLCs in order to master the skill of differentiation and by using data to drive instruction and provide adequate interventions for students.	<ol style="list-style-type: none"> Leadership Team will create campus wide PLC master schedule in Google Drive. Leadership team will train all teachers in PLCs 4 week-cycle. Math CLTs and teachers will participate in monthly Learning Walks. Teachers will analyze targeted TEKS, student data and review the FWISD Curriculum to develop Instructional Planning Calendars that will target an average score of at least 75% students approaching grade level, 50% meeting and 15% mastering as measured by assessments. 	Principal	8/19/2019			On Target	
2 Title I	Balanced Mathematical Problem Solving & Numeracy - Campus Leadership Math Team will conduct PD focusing on NWEA MAP Skills, FWISD Problem Solving Process and Math Small Group MODEL.	<ol style="list-style-type: none"> Teachers in kinder through 5th grade will continue to implement the campus wide problem solving process during whole group and small group math instruction with fidelity. 1st - 5th grade students will be taught and required to problem solve and show their thinking process in writing during Math assignments, assessments and homework. TAs I and III (Science) will support instructional practices by providing prepared materials and differentiation during small group instruction. 	Instructional Leadership	5/28/2020	Title I	47,853	On Target	
3 Title I	Student Leadership - By spring 2020, 80% of students 4th and 5th grades will state their STAAR target measures, demonstrate a growth of at least 30 points in benchmark and assessments as compared to last year's STAAR scores and show adequate progress in NWEA MAP Skills.	<ol style="list-style-type: none"> 100% of 4th and 5th graders will complete a goal-setting sheet to include in their student leadership binders. 100% of teachers will participate in designated data time with students at the end of every reporting period. After the first district benchmark, 100% of 4th and 5th graders will participate in a data meeting with their teacher and an administrator to more deeply understand their progress and be provided with next steps. 	Teacher(s)	5/8/2020	Title I	1,294	On Target	

4	Title I	Assessment, data and Intervention - using BOY and MOY data at-risk students will be required to attend extended school intervention on Saturday mornings in order to increase math foundational skills.	1. 5th grade students will attend monthly Saturday school intervention sessions provided by certified teachers and when necessary TAs. 2. Students will track their progress using the leadership binders to document increased points in interim assessments. 3. In the Spring of 2020, 3rd - 5th grade students will attend Saturday School twice a month. Instruction will be provided by certified teachers and TAs.	Principal	5/28/2020	SCE		On Target
5					9/16/2019			
6					9/23/2019			
7					9/3/2019			
8					9/30/2019			
9					9/23/2019			
10								
11								
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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

Campus Name: 135 - Van Zandt-Guinn ES

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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%	10%	EOY
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	89%	69%	EOY
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	87%	100%	EOY
	Attendance- By Spring of 2020 Van Zandt-Guinn Elementary annual student attendance rate will increase at least 3% as measured by Focus end of year ADA report.	94.12	97.14	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	Parent Engagement-By Spring of 2020, Van Zandt-Guinn will establish a PTO/PTA and at least 10% of parents will hold a membership as measured by membership registration forms and 90% of teachers will become active participants.	<ol style="list-style-type: none"> Hire a parent liaison Advertise for the need of an active PTO/PTA Vote in Officers Recruit members Host meetings Sponsor family engagement events 	Assistant Principal	5/28/2020	Title I	2,318	Incomplete	
2 Title I	PBIS-By August 19, 2019, develop a school-wide Positive Behavior Discipline Plan that is aligned to District expectations and the campus School Wide Expectations that will include student effort and attendance.	<ol style="list-style-type: none"> Ensure 100% of teachers focus on the curriculum's First Five. Develop School-Wide Respect Agreement. Post school wide expectation posters throughout the campus (i.e hallway, playground, restroom, cafeteria, etc.) Create a Tiger Den (safe-place) where students can go to de-escalate. End of Six Weeks Award Assemblies to recognize AB Honor Roll, N.E.A.T. kids, and citizenship. Implement a Tiger Store where students can use Dojo points to purchase items for good behavior. 	Assistant Principal	5/28/2020	Local (Basic Allotment)	8,325	On Target	
3 Title I	Health - The Physical Education teacher will prepare students grades 1st - 5th for success on their Fitnessgram test.	<ol style="list-style-type: none"> Place fit gram on campus At-A-Glance-Assessment Calendar. Send notes home encouraging students attendance on the days the test and to remain active at all times. Set up a makeup system for students to take their Fitness Gram test Expose students on a consistent basis to the exercises that will have to be complete on the test. Teach students healthy lifestyles for best outcomes in Fitnessgram. 	Teacher(s)	5/28/2020	Local (Basic Allotment)	4,000	Incomplete	

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:

