

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

**Campus Name:** 138 - Helbing ES, H.V.

**Principal:** Morales, Ana

**Executive Director:** Xavier Sanchez

## 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: 96.1

Special Education: 7.1

Dual Language/ESL: 64.4

Gifted and Talented: 7.1

Career and Technology: 0

Percentage of at-risk students: 90.3

Percentage of English Language (EL) students: 65.9

Percentage of economically disadvantage students: 87.8

### 2019-2020 Campus Site-Based Committee

Name		Role
Ana G. Morales		Principal
Maria Galvan		Teacher
Noemi Campos		Teacher
Luciano Orozco		Teacher
Stephanie Aceves		Teacher
Carol Delaughter		District Employee Relations Council Representative
Francisco Ramirez		Parent
Presley Hatcher		Community Representative
Alice Espinoza		Community Representative
Irma Hernandez		Business Representative
Drew Lowen		Additional Representative Appointment
Gabriela Bustamante		Campus Non-Teacher Professional
Billy Rudd		Community Representative
Miranda Quintero		Community Representative

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Helbing ES, H.V..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> 65	<b>75 - Met Standard</b>
Domain 2: <b>School Progress</b> 75	
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: 0

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.
<b>Demographics</b>	1. 96% Attendance Rate	1. 70% In class incidents entered into 360, support for social and emotional issues	1. 1. Alignment of instructional practices in all grade levels for Literacy
	2. 90% Economically Disadvantage	2.	2. 2. Establish Language Rich Environments to enhance language development
	3.	3.	3. 3. Increase parental involvement in academic events
<b>Student Achievement</b>	1. 5th grade Reading & Math scores Average in the 80%	1. Averaging 50% in 3rd ( Reading & Math ) and 4th grade (Writing), vertical alignment of practices is a need	4.
	2. 99 % of students scoring 75% or higher on First try on Achieve Activity	2. 5th grade students scoring Intermediate at 22% in listening, 35% speaking, 16% reading and 25% writing	5.
	3.	3.	
<b>School Culture and Climate</b>	1. Low staff turn over	1. 95% of referrals are for 4th & 5th grade students, self-actualization plans	
	2. Low % of referrals in Lower grades	2.	
	3.	3.	
<b>Staff Quality/ Professional Development</b>	1. All teachers highly qualified	1. Usage of data in PLCs to drive instruction	
	2. PLCs conducted biweekly	2. Create deliberate interventions in relation to data	
	3.	3.	
<b>Curriculum, Instruction, and Assessment</b>	1. All grade levels are creating Instructional Planning Calendars	1. Increase Writing Critically in all contents	
	2. All In Learning used in 3rd- 5th grade	2. Training needed to implement Pearson effectively	
	3.	3.	
<b>Family and Community Involvement</b>	1. New Parent Liaison hired	1. Learning walks of classroom instruction with parents	
	2. 2 Student Led Conferences	2. Workshops for parents on academic learning	
	3.	3.	
<b>School Context and Organization</b>	1. Parent link usage for communication, Increase of Facebook and web page	1. Social emotional and Growth Mindset development	
	2. Only PPCD, PK and Kinder are allowed in the building during drop off time	2. Positive behavior recognized	
	3.	3.	

# Academic Excellence Goals

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

Campus Name: 138 - Helbing ES, H.V.

Principal: Morales, Ana

Executive Director: Xavier Sanchez

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.	62.07	36.21	18.97	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)				65	

### 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	Provide Professional development on the new Literacy Program, Pearson. Effectively implement Literacy Framework (Pearson implementation) As evidenced by walkthroughs and feedback by leadership team.	Review Digital components and expectations for the literacy block. All classrooms will be uploaded to collect data on students. Create Quick Start Guide for Literacy. Send 10 staff members to training at Diamond Hill.	Principal	1/16/2020	Title I	1,000		
2 Title I	Alignment of lesson plans as a campus to reflect Language development as evidence by Lesson plan feedback.	Professional development on what needs to be included in lesson plan. Book Study on 7 steps to create language rich environments. Teachers will print and collect plans in a basket and administrators will give feedback frequently.	Principal	5/20/2020	Title I	1,500		
3 Title I	Increase mastery of sight words and fluency as evidenced by at least 1.2 years gains in K-3 grade .	Students will track the growth of the sight words on a chart/data folders. Students will be assess at the end of the reading unit.	Teacher(s)		Title I	1,000		
4 Title I	Increase access and time spent on reading as evidence by implementation (40 Book Challenge - student logs and summary cards) of school wide reading program.	40 book Challenge for k-5th grade students. Students will write 40 summaries and gain 200 point lexile gain. Students will use a rubric for the summary and write the summary on an index card and students will collect the summaries in rings in the classroom. Small group instruction for achieve 3000 and data folders will be used to guide growth for all students.	Teacher(s)	4/30/2020	Title I	2,000		
5 Title I	Targeted Tier 3 intervention as evidence by data, collaborations and intervention plans.	Identify students that are below grade level. Provide tutoring during the day by tutor. Progress monitor growth by reading skills.	Principal	5/29/2020	Title I	9,500		
6 Title I	Effective implementation of Achieve 3000 as evidenced by data analysis, PLCs agendas and lesson plans.	Teachers will pull reports on Achieve 3000 ( How are my students performing on Reading skills?). PLCs will be conducted around targeted skills. Targeted skills will be reflected in lesson plans and centers. Use All in Learning to collect data weekly	Teacher(s)	9/30/2019	SCE	3,000		
7 Title I	Increase student motivation for independent reading as evidenced by student data folders and lesson plans.	Small group instruction for Achieve 3000 and data folders will be used to guide growth for all students.	Teacher(s)		Title I	500		

8	Title I	PLCs for teacher collaboration to increase depth of knowledge in Pearson tools and long term planning as evidenced by IPCs and agendas.	Provide pull our time for teachers to collaborate and develop IPC plans.	Principal		Title I	3,000		
9	Title I	Students' Reading Comprehension will increase with additional resources to enhance their learning as evidenced by an increase in library circulation and walkthroughs.	Increase the library books and magazine subscriptions for classrooms for different gender (Independent reading). Use Pearson Mini Lessons and anchor charts Student journals and bookmarks	Principal		Title I	5,700		
10	LEP	Increase ESL supports during classroom instruction in order to increase LEP performance on TELPAS from 23% to 40% in (Reading) as evidenced by TELPAS data and lesson planning.	Monitor implementation of English Curriculum in bilingual classroom PD in 7 step for creating a Language rich environment Twice a year use Proficiency Level Descriptors to assess students' growth	Principal	5/15/2020	Bilingual	1,515		
11	Title I	Provide time for teachers to review data and plan for reteach and close the gap.	Plan together IPC in PLCs with extended time Analyze data to drive instruction	Principal		Title I	1,320		
12	SPED	Alignment of lesson plans as a campus to reflect Language development as evidence by Lesson plan feedback.	Professional development on what needs to be included in lesson plan. Book Study on 7 steps to create language rich environments. Teachers will print and collect plans in a basket and administrators will give feedback frequently.	Teacher(s)	5/20/2020	Special Education	300		
13	Title I	Effective implementation of Achieve 3000 as evidenced by data analysis, PLCs agendas and lesson plans.	Teachers will pull reports on Achieve 3000 ( How are my students performing on Reading skills?). PLCs will be conducted around targeted skills. Targeted skills will be reflected in lesson plans and centers.	Teacher(s)	5/20/2020	Gifted & Talented	324		
14	SPED	Increase student motivation for independent reading as evidenced by student data folders and lesson plans.	Small group instruction for Achieve 3000 and data folders will be used to guide growth for all students.	Teacher(s)	5/20/2020	Special Education	500		
15	Title I	Frequent data analysis to close gaps for all students	Use All in Learning (student response system) to collect data Formulate lessons and interventions Use data at data meetings to identify areas of growth/support	Teacher(s)	5/29/2020	Title I	3,300		

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: 138 - Helbing ES, H.V.

Principal: Morales, Ana

Executive Director: Xavier Sanchez

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	3rd grade STAAR at 28% at Meets	3rd grade STAAR at 38% at Meets

### 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	Create growth in math for all students as evidence by IA/BM Data reports.	Identify students that are at Approaches and Meets for additional support. Goal setting for students. Use online resources to enrich math instruction. Saturday School and/or afterschool tutoring.	Teacher(s)	5/15/2020	Title I	3248.50		
2 Title I	Utilize MAP Growth Data at BOY, MOY, EOY to provide on level interventions for each student to increase RIT score to grade level expectations.	Use MAP skills interventions weekly to support areas in need of growth. Create Instructional Planning Calendars for math instruction. Monitor DOL for math instruction.	Teacher(s)	5/21/2020	Title I	1,000		
3 Title I	Leverage PLC's with Math Team Teachers to address areas of need based on IA/BM Data as evidence by agendas each six weeks.	Meet to review data and set goals as campus and grade level. Provide support for the areas of growth. Lesson plans note reteach and strategies from PLCs.	Instructional Leadership		Other	1,000		
4 Title I	Increase staff capacity to use, analyze data and make instructional decisions as evidence by data meeting agendas/action plans.	Teacher leaders will review data and create plans for campus wide implementations with the support of the Data Analyst and Leadership team. Learning walks to provide feedback to teachers. Identify best practices to enhance classroom instruction.	Principal	5/29/2020	Title I	64,743		
5 Title I	Implement targeted interventions to increase Meets Performance from 33% to 45% in grades 3,4,and 5.	Identify students for additional support. Use data folders to monitor student growth. Identify areas of instruction that need additional PD for teachers.	Instructional Leadership		Other	1,000		
6 LEP	Effectively use MAP data to increase students' growth by at least 1.2 years as evidenced by PLCs agendas, lesson plans and students data folders.	Use incentives to motivate students efforts to grow in math. Teachers will recognize students for growth and completion of assignments on computer based program. Data Meetings and lesson planning for targeted skills.	Principal		Local (Basic Allotment)	300		
7 Title I	Effectively use MAP data to increase students' growth by at least 1.2 years as evidenced by PLCs agendas, lesson plans and students data folders.	Use incentives to motivate students efforts to grow in math. Teachers will recognize students for growth and completion of assignments on computer based program. Data Meetings and lesson planning for targeted skills.	Principal		Title I	1,500		

8	Title I	Effective use of operational supplies as evidenced by Administrative team agendas, staff meetings and budget reports.	Materials will be provided to teachers to support instruction. Set up systems for efficiency and organization of each classroom.	Principal	5/15/2020	Title I	9,500		
9	Title I	Provide programming to support our students in emotional and social well being as evidenced by STAAR data and surveys.	Invite Motivational Speaker	Principal	5/15/2020	Local (Basic Allotment)	6,665		
10	SPED	Create growth in math for all students as evidence by IA/BM Data reports.	Identify students that are at Approaches and Meets for additional support. Goal setting for students. Use online resources to enrich math instruction. Saturday School and/or afterschool tutoring.	Teacher(s)	5/20/2020	Special Education	996		
11	Title I	Create growth in math for all students as evidence by IA/BM Data reports.	Identify students that are at Approaches and Meets for additional support. Goal setting for students. Use online resources to enrich math instruction. Saturday School and/or afterschool tutoring.	Teacher(s)	5/20/2020	Local (Basic Allotment)	2,000		
12	SPED	Close learning gaps by Providing After School and Saturday camps for students need	Tutoring provided by SpED team Resources that are at students level	Teacher(s)	5/29/2020	Special Education	1,800		
13	LEP	Effective use of operational supplies as evidenced by Administrative team agendas, staff meetings and budget reports.	Materials will be provided to teachers to support instruction. Set up systems for efficiency and organization of each classroom.	Principal	5/29/2020	Local (Basic Allotment)	10,000		
14	LEP	Close learning gaps by Providing After School and Saturday camps for students need	Target students who need additional support Pay teachers to tutor on Saturday & after school Provide professional development throughout the year	Teacher(s)	5/29/2020	Local (Basic Allotment)	5,000		
15	LEP	Close learning gaps by Providing After School and Saturday camps for students need	Target students who need additional support Pay teachers to tutor on Saturday & after school Provide professional development throughout the year	Teacher(s)	5/29/2020	SCE	1,320		

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: 138 - Helbing ES, H.V.

Principal: Morales, Ana

Executive Director: Xavier Sanchez

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus volunteer opportunities posted in Voly will increase over last year as measured by the School Profile from	2 events per semester	4 events for the 2019_2020 school year	May 2020
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from			

### 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	Parental and Family Engagement Strategies will be incorporated strategically by all teachers and staff.	Post all Field Trips on Voly for Chaperons Review Voly report with Parent Liaison Parent Liaison will train on using Voly Create incentives for volunteers Increase Academic support from parents	Other	5/29/2020	Title I	8,280		
2 Title I	Plan wellness events as evidenced by flyers and surveys.	Wellness coordinator will complete all required tasks. Create a schedule for walking bus. Create a running team.	Teacher(s)	5/29/2020	PTA/PTO	400		
3 Title I	Maintenance of a PBIS Plan that focuses on student social emotional health, learning, and positive culture building as evidence by walkthroughs and discipline reports.	Read Alouds for Social emotional health Secret Student daily implemented by teachers Cafeteria behavior chart and incentives	Teacher(s)		Local (Basic Allotment)	1,500		
4								
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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:



