

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

**Campus Name:** 139 - Kirkpatrick ES, Milton L.

**Principal:** Renteria, Christine

**Executive Director:** Todd Koppes

## 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: 96.3	Career and Technology: 0
Special Education: 7.5	Percentage of at-risk students: 91.2
Dual Language/ESL: 76	Percentage of English Language (EL) students: 76.5
Gifted and Talented: 4.9	Percentage of economically disadvantage students: 94.3

### 2019-2020 Campus Site-Based Committee

Name	Role
Christine Renteria	Principal
Adriana Clark	Teacher
Margarita Guzman	Teacher
Luis Herrera	Teacher
Loruhama Martinez	Teacher
Ritu Balial	Campus Non-Teacher Professional
Juanita Rodriguez	Community Representative
Lisa Durbin	District Level Staff
Brenda Martinez (YMCA)	Additional Representative Appointment
Teresa Ortiz, Counselor	Campus Non-Teacher Professional
Anissa De los Santos	Additional Representative Appointment
Parent 1 (to be elected)	Parent
Parent 2 (to be elected)	Parent
Parent 3 (to be elected)	Parent

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Kirkpatrick ES, Milton L..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	76 - Met Standard
Domain 2: <b>School Progress</b> 77	
Domain 3: <b>Closing The Gaps</b> 75	

#### 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 Achievemnet 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. Faculty, Staff, and students have opportunities to work with and learn from diverse cultures of our community.	1. Student data of LEP (English Testers) demonstrates underperformance in all content areas. Benchmark Data for English Reading 3rd- 39% App., 6% Meets & 6% Masters; 4th- 53% App., 16%- Meets, & 69%- App., 41% Meets, & 18 % Masters (included DLE Students in 5th)  2.  3.	1. 1 Meeting learning needs and engagement of ALL students.	
	2.		2. 2. Data Practices that Inform Decisions	
	3.		3. 3 Growth of students and staff in all content areas (Highest Priority-Reading Growth)	
			4.	
			5.	
Student Achievement	1. PK-2nd monitoring Early Literacy with F & P and CLI-Engage	1. Students are one or more years below grade level (38% of K-1 students are on or above Reading Grade Level and Bm- 3rd: 34% (Eng.), 42% (Spn.), 4th: 49% (Eng.), 48% (Spn.), 5th 68% OVERALL RDG- 52% Approaches, 27% Meets, 11% Masters ***21% at expected or above growth in Math (MOY 2019); Tracking Reading Data in PK-2nd to identify needs early (38% of K-1 on or above Reading Grade Level)  Teachers and Leaders need opportunities to use a student action planning process, individually and in PLCs to analyze student mastery of standards and adjust instruction for the needs of students. ESF Lever 5.3 #2		
	2. 3rd-5th- WDM for reteach opportunities			2. Increasing Library Opportunities that are standards aligned (research and TEKS support in all content areas)
	3.			3. System for St. Intervention (including PK-2nd, like tutoring or small group instruction)

<b>School Culture and Climate</b>	1.	Morning Arrival Procedures for Student Culture	1.	Optimize on diversity by having Cultural Events representing our Population
	2.	Weekly Goal Dialogues with Students in all classes (PK-5th)  Students progress toward measureable goals are visualized and evident in classroom visuals and student data binders. ESF Lever 5.3 #4	2.	Staff alignment with PBIS and Relational Practices
	3.		3.	Ongoing Teacher Input throughout year
<b>Staff Quality/ Professional Development</b>	1.	Campus PD aligned to CEIP and District	1.	Teachers have expressed the need for more collaboration opportunities.  Master schedule needs to include opportunities for teacher teams to meet for focused and in-depth planning for effective instruction to improve student outcomes. ESF Lever 5.3 #3
	2.	Campus Rollouts- WDM, Student Action Plans, IPCs, Alignment	2.	PLCs to plan for upcoming instruction starting in Fall  Master schedule needs to include opportunities for teacher teams to meet for focused and in-depth planning for effective instruction to improve student outcomes. ESF Lever 5.3 #3
	3.	Instructional Focus aligned to PD	3.	Vertical Team Planning opportunities
<b>Curriculum, Instruction, and Assessment</b>	1.	IPCs created by PK-5th	1.	Teachers express a Need for more time for planning
	2.	Student Action Plans in 3rd-5th	2.	Lesson Alignment to IPCs (2/3 not aligned at any given point)  Campus Leaders review IPC and lesson plans for alignment to standards frequently (Create cycle) ESF 5.1 #2  Teachers have time allotted to design and submit clear, well organized lessons and IPCs that align to standards ESF 5.1 #1
	3.	Neuhaus implementation with (100% of K-2nd-English)	3.	AR has a low usage and has declined this year.

<b>Family and Community Involvement</b>	1.	Coffee and Conversations with Principals- (Fall and 2 Spring)	1.	Academic Guidance for Parents (MOY opportunities)
	2.	El Concilio Parent Classes and Graduation & Family Nutrition Classes	2.	Increased Parent Volunteer Opportunities and establish opportunities in advance and send home
	3.	50% Homevisits and 50% Conferences within 1st 6 weeks	3.	Literacy Night had low attendance of families
<b>School Context and Organization</b>	1.	Upgraded Inclusion Schedule with Primary Grades support by Inclusion Teacher and Instructional Assistant.	1.	Master Schedule Upgrades- GT, Speech- only, Dyslexia, etc. (Not taking from Core Content)
	2.		2.	Increase Student Reading Opportunities within school day
	3.		3.	Principals create instructional opportunities through observations conducted to ensure effective instruction aligned to state standards. ESF Level 1.1 #5

# Academic Excellence Goals

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

Campus Name: 139 - Kirkpatrick ES, Milton L.

Principal: Renteria, Christine

Executive Director: Todd Koppes

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.	50.94	26.42	15.09	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)				50	

### 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	100% of KG-5th grade literacy teachers will review all students monthly reading data in order to plan and differentiate instruction for 100% of students.	<ol style="list-style-type: none"> <li>Monthly review of Reading Levels by teachers and leadership team will occur during PLCs</li> <li>Achieve 3000 will be monitored on a monthly basis with a students incentive system (average usage- 2 per week, activity scores (75% or above, and Lexile Growth</li> <li>CLI engage will be monitored with Data Meetings on Oct. 9, Feb. 19, May 20.</li> <li>Teachers will post goals and track reading goals</li> <li>F &amp; P and MAP Fluency will be tracked Sept. 25, Feb. 19, May 20.</li> </ol>	Teacher(s)	5/22/2020	Title I	1,047		
2 SPED	100% of KG-5th grade literacy teachers will review all students monthly reading data in order to plan and differentiate instruction for 100% of students.	<ol style="list-style-type: none"> <li>Neuhaus will be utilized for T2 Instructional Needs for K-1 (2nd as phonics component of Literacy Block for all Tiers)</li> <li>Successmaker will be utilized for T3 Instructional Needs</li> <li>Review TELPAS data and monitor growth of English Proficiency Growth (Aug., Jan., May)</li> </ol>	Teacher(s)	5/22/2020	Special Education	1,119		
3 Title I	100% of literacy teachers will implement the Balanced Literacy model as measured by an aligned schedule and progress monitoring weekly by leadership and coaches.	<ol style="list-style-type: none"> <li>Monitor Small Group Instruction and Best practices</li> <li>Daily Read Alouds will be implemented</li> <li>Daily Independent Reading will be implemented in 2nd-5th</li> <li>Daily Closure/Writing Reflection will occur in Reading for PK-5th</li> </ol>	Instructional Leadership		Title I	1,680		

4	Title I	100% of Teachers will receive feedback on planning and instruction for alignment of standards and the expected level of rigor for TEKS Mastery. ESF Lever 5.1 #2 ESF Lever 1.1 #5	1. Instructional Rounds to observe execution of IPCs, Lesson Plan Alignment, and Data Driven Instruction. 100% of Teachers will receive and give feedback through Instructional Rounds per quarter for a total of 4 by April 30, 2020. 2. PLCs will be dedicated for collaboration of lesson plan alignment, IPC Design, and Data Analysis 3. Campus Leaders create a feedback cycle for IPCs and Lesson Plans for Alignment to Standards. ESF Lever 5.1 #2	Instructional Leadership		Local (Basic Allotment)	5,028		
5	Title I	K-1st Grade Teachers will participate in Data Meetings for Reading and Math once per 6 weeks.	1. 3rd-5th BM Data Analysis for identifying High Leverage Gaps 2. DOLs will be TEKS and/or STAAR aligned 3. Formative Assessments will be monitored by "All in Learning" for Weekly DOL Review	Instructional Leadership	5/22/2020	Title I	32,000		
6	Title I	100% of Teachers will implement Balanced Literacy Components evident in schedules and during walk-throughs.	1. Monitor and Feedback of Small Group Instruction and Best practices 2. Daily Read Alouds will be implemented 3. Daily Independent Reading will be implemented in 2nd-5th 4. Daily Closure/Writing Reflection will occur in Reading for PK-5th	Instructional Leadership		Gifted & Talented	130		
7	LEP	100% of Teachers will implement Balanced Literacy Components evident in schedules and during walk-throughs.	1. Monitor Small Group Instruction and Best practices 2. Daily Read Alouds will be implemented Daily Independent Reading will be implemented in 2nd-5th 3. Daily Closure/Writing Reflection will occur in Reading for PK-5th	Instructional Leadership		Bilingual	1,472		
8	Title I	100% of Teachers will implement Balanced Literacy Components evident in schedules and during walk-throughs.	1. Monitor and Feedback of Small Group Instruction and Best practices 2. Daily Read Alouds will be implemented 3. Daily Independent Reading will be implemented in 2nd-5th 4. Daily Closure/Writing Reflection will occur in Reading for PK-5th	Teacher(s)	5/22/2020	Local (Basic Allotment)	6,650		
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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:





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**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: 139 - Kirkpatrick ES, Milton L.

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	6%	25%	December 2019
	PBIS - Disproportionate 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	6	3	May 2020
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from		100	May 2020

### 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 Liasian will increase participation in parent portal to 60% by holding Parent Portal Technology Workshops every Six Weeks after Grade Reporting.	1. Parents will have opportunities to sign up for parent portal during "Meet the Teacher" on Aug 15th, First 10 days of school, and "Open House" on Oct 10th. 2. Create events for parents to use parent portal every 3 week progress period with a workshop for Parent Portal Overview.	Other	5/22/2020	Title I	8,290		
2 Title I	Families will have the opportunity to engage in a learning experience outside of school (Family Night at the Museum)	1. Increase opportunity for parents to engage in school events with a scheduled family centered event.	Other	5/22/2020	Title I	1,650		
3 Title I	Parent Liasian will increase participation in parent portal to 60% by holding Parent Portal Technology Workshops every Six Weeks after Grade Reporting.	1. Parents will have opportunities to sign up for parent portal during "Meet the Teacher" on Aug 15th, First 10 days of school, and "Open House" on Oct 10th. 2. Create events for parents to use parent portal every 3 week progress period with a workshop for Parent Portal Overview.	Other		Local (Basic Allotment)	4,040		
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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:
<b>MOY Status:</b>
Principal Evidence:
Leadership Feedback:
<b>EOY Status:</b>
Principal Evidence:
Leadership Feedback:

