

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 143 - Mcrae ES, D.

Principal: Angel, Aura

Executive Director: Sonja Starr-Malone

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: 95.9

Special Education: 8.9

Dual Language/ESL: 63.6

Gifted and Talented: 5

Career and Technology: 0

Percentage of at-risk students: 90.2

Percentage of English Language (EL) students: 67.6

Percentage of economically disadvantage students: 92.4

2019-2020 Campus Site-Based Committee

Name	Role
Aura Angel	Principal
Angela Jenkins	Additional Representative Appointment
Rozanne Lopez	District Level Staff
Regina Munguia, Data Analyst	Campus Non-Teacher Professional
Tammy Luna, 1st Grade	District Employee Relations Council Representative
Gayle Helmes-Pirtle, Dyslexia	Teacher
Nana Mensah, 5th Grade	Teacher
Jamie Espinoza, 4th	Teacher
Sam Chavez	Community Representative
Tricia Bowes	Community Representative
Daniela DeLeon	Parent
Mariana Vidales	Parent
Trisha Jackson/Walmart	Business Representative
Monica Renteria/Dulceria	Business Representative
Ronald Johnson	Teacher
Ana Gonzalez	Teacher

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Mcrae ES, D..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 71 Domain 2: School Progress 79 Domain 3: Closing The Gaps 73	77 - Met Standard

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievemet in English Language Arts/Reading: 1

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.
Demographics	1. Enrollment-585 AA-38 Hispanic-448 Two or More-4 White- 8 RP-206 LEP-379 SPED-76 Gifted-36 Dyslexia-10 Hispanic Students increased on Meeting Grade Level from 29% to 37% in English Reading.	1. Hispanic students in Meets Grade Level decreased from 58% to 32% in 3rd Grade English Math.	1. Improve quality of Tier 1 instruction Pre-K -5th
	2. Our Economically Disadvantaged students in Meets Grade Level decreased from 47% to 16% in 3rd Grade Spanish Reading.	2. Change the school context to ensure that teachers have more time to meet for PLC's	
	3. Hispanic Students in Meets Grade Level increased from 16% to 24% in 4th Grade English Writing.	3. Intervention for at risk groups (MTSS) for all grade levels	
	4.	4. Provide teacher with tailored PD with an emphasis in small group instruction	
	5.	5. Increase parent engagement and awareness of importance of daily on time attendance to impact student achievement.	
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	2. Hispanic Students increased on Meets Grade Level from 60% to 64% on Spanish Writing.	9.	9.
	3. African American Students increased 22% to 50% in English Reading.	10.	10.
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Student Achievement

1.	All students increased on Masters Grade Level from 6% to 17% in 5th Grade Math.	1.	All students decreased in Meets level from 49% to 18% in 3rd Grade Reading (possible cause could be PK-2nd grade Reading readiness-students were not on grade level)	59.
2.	All students increased on Meets Grade Level from 16% to 24% on 4th Grade English Writing.			60.
3.	All students increased on Meets Grade Level from 19% to 31% in Science.	2.	All students decreased in Meets grade level from 58% to 31% in 3rd grade Math (possible cause could be PK-2 Math Readiness-students were not on grade level)	61.
4.				62.
5.				63.
6.		3.	All students decreased in Meeting Grade Level from 47% to 39% in 4th Grade Spanish Reading.	64.
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10.		6.		68.
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	1.	Neighborhood school (no buses). Student Attendance 95.57%	1.	Positive relationships and interactions across all teachers and staff as well as staff/teacher and students relationships.
	2.	Parent attendance in curriculum nights	2.	Morale of students and staff throughout the school year
	3.	New PTO president and vice president	3.	Significant decrease in positive response in all domains on the staff survey
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School Culture and Climate

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Staff Quality/ Professional Development	1.	Experienced Faculty and Instructional Coach	1.	Training/Professional Learning to support Tier 1 instruction. MTSS needs to be monitored and consistent
	2.	2 Experienced Certified Tutors and 2 Title I Assistants		
	3.	Ms. Regina Munguia, Data Analyst		
	4.		2.	Designated acceleration (push in) time by grade level to support reading and math instruction.
	5.		3.	Leading Effective Data Meetings Establish a PLC protocol
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Curriculum, Instruction, and Assessment	1. Average two or more lesson in Achieve 3000 each week	1.	(LLI) Leveled Literacy Intervention, Fountas & Pinnell Kits and training MAP Reading Fluency Training
	2. Data wall in the data room provides a visual representation of students performance	2.	New Pearson Reading Adoption, Balanced Literacy, Integrated Writing across the Curriculum. Small group instruction
	3. Technology integration in the classroom	3.	Instruction in English in the DL classroom not consistent
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	1.	•Parent Academy (Texas Wesleyan), 6 weeks in the fall and spring	1. •Increase parent involvement, 20 families
	2.	•Monthly Parent Engagement Activities and Academic Nights	2. •Increase participation in our PTO
	3.	•Academic competitions (Spelling Bee, Math Bee, UIL, Battle of the Books)	3. Regular communication using social media that focuses on student learning and serves to build positive relationships
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**Family and
Community
Involvement**

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School Context and Organization	1.	School Wide Assessment Calendar Data Analysis Instructional Planning	1. Student Goal Setting and progress monitoring •Visual Data Tracker System
	2.	After school program and enrichment program available to students	2. Safe dismissal and arrival plan
	3.	Title 1 tutors to support instruction	3. School goals, mission and vision statement
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Academic Excellence Goals

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

Campus Name: 143 - Mcrae ES, D.

Principal: Angel, Aura

Executive Director: Sonja Starr-Malone

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.	60.19	23.30	8.74	36	
	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)					
	During the 2019-2020 school year, the percentage of 3rd to 5th grade students that meet grade level standards or above in the STAAR Reading will increase from 31% to 55% as measured by the Reading STAAR.	71	31	13	51	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	All literacy teachers will implement the balanced literacy model with emphasis in small group guided reading as measured by weekly progress monitoring of leadership team.	<ol style="list-style-type: none"> 1. Teacher will be trained in small group instruction by September 2019 2. Teacher schedules will detail whole group and small group time by September 2019. 3. Teachers will implement curriculum and utilize resources provided for small group instruction. 	Teacher(s)	5/22/2020	Local (Basic Allotment)	22,209		
2	Title I 100% of students in grades K-5 the will received small group instruction so that 80% of students demonstrate at least one years growth in Reading levels as measured by Achieve 3000 and Fountas Pinelle.	<ol style="list-style-type: none"> 1. Classroom Reading growth level trackers will be implemented by all teachers in all classrooms using Achieve 3000 and Fountas and Pinelle Data. 2. Title 1 teacher assistants will pull students for small group interventions. 3. Instructional coach will provide training in SGGR. 4. All students will use AR to keep track of the reading data 	Teacher(s)	5/22/2020	Title I	42,000		
3	Title I 100% of K-5th grade teachers will create weekly focused lessons that are aligned to IPC's 95% of the time as measured by lesson plan monitoring and walkthroughs.	<ol style="list-style-type: none"> 1. The leadership team will conduct weekly PLC's to identify high leverage SE's. 2. The leadership team will conduct learning walks and subs will be provided for teachers every six weeks to monitor implementation of IPC's and SGGR/M and alignment. 	Teacher(s)	5/22/2020	Title I	1,000		
4	The teachers will provide after school and Saturday school intervention to all 3rd through 5th grade students that did not make progress in STAAR Reading and Math as Measured by district benchmarks.	<ol style="list-style-type: none"> 1. Teacher will get paid extra duty to provide intervention to 3rd through 5th grade students who did not make any progress in the Math and Reading STAAR after school and on Saturday. 2. Snacks and refreshments will be provided to students in tutoring after school and Saturday to encourage attendance. 3. STAAR formatted material will be utilized for tutoring. 	Instructional Leadership	5/22/2020	Local (Basic Allotment)	12,600		

5	Title I	The leadership team will monitor Achieve 3000 usage of all 2nd through 5th grade students and celebrated increase in lexile levels and lesson completion as measured by Achieve 3000 data reports.	<ol style="list-style-type: none"> 1. Purchase a chromebook cart 2. Administration and teachers will monitor progress on Achieve 3000 to ensure students are making a 75% or higher, conducting at least two lessons per week. 3. Administration will provide incentives to students who are making lexile growth. 	Instructional Leadership	5/22/2020	Title I	12,000		
6	Title I	By November 2019, teachers will have STAAR formatted material to utilize as a resource for preparation in the Reading, Writing, Math, and Science STAAR.	<ol style="list-style-type: none"> 1. Teacher will utilize STAAR formatted material as well as general supplies and other resources to expose and prepare students for STAAR. 	Instructional Leadership	5/22/2020	Title I	17,000		
7	Title I	All GT students will be involved in Project Based Learning as measured by their projects and participating in science fair, history fair, and innovation convention.	<ol style="list-style-type: none"> 1. GT students will receive additional instruction on project based learning and participate in academic fairs that include projects. 2. Resources will provided for their projects 	Teacher(s)	5/22/2020	Gifted & Talented	295		
8	SPED	100% of students in SPED the will received small group instruction so that 80% of students demonstrate at least one years growth in Reading levels as measured by Achieve 3000 and Fountas Pinnelle.	<ol style="list-style-type: none"> 1. Students will be assessed using Achieve 3000 and Map fluency. 2. Classroom Reading growth level trackers will be implemented by all teachers in all classrooms using Achieve 3000 and Fountas and Pinnelle Data. 3. Students will have the technology available for Achieve 3000 usage with one to one technology using Chromebooks. 4. Campus will purchase necessary resources 	Teacher(s)	5/22/2020	Special Education	4,798		
9	LEP	100% of students in Dual Language K-5 the will received small group instruction so that 80% of students demonstrate at least one years growth in Reading levels as measured by Achieve 3000 and Fountas Pinnelle.	<ol style="list-style-type: none"> 1. Students will be assessed using Achieve 3000 and Map fluency. 2. Classroom Reading growth level trackers will be implemented by all teachers in all classrooms using Achieve 3000 and Fountas and Pinnelle Data. 3. Students will have the technology available for Achieve 3000 usage with one to one technology using Chromebooks. 4. Campus will purchase necessary resources 	Teacher(s)	5/22/2020	Bilingual	2,069		
10	Title I	100% of at risk students in grades K-5 the will received small group instruction so that 80% of students demonstrate at least one years growth in Reading levels as measured by Achieve 3000 and Fountas Pinnelle.	<ol style="list-style-type: none"> 1. Students will be assessed using Achieve 3000 and Map fluency. 2. Classroom Reading growth level trackers will be implemented by all teachers in all classrooms using Achieve 3000 and Fountas and Pinnelle Data. 3. Students will have the technology available for Achieve 3000 usage with one to one technology using Chromebooks. 4. Campus will purchase necessary resources 5. Teachers will get paid for after school and Saturday school tutoring. 	Teacher(s)	5/22/2020	SCE	6,108		

11	Title I	Leadership team will participate in the Effective Schools Training to narrow the focus on small group instruction and PLC's to develop essential actions that target teaching in learning.	<ol style="list-style-type: none"> 1. The principal will conduct Weekly PLC's. 2. The instructional coach will provide Training in SGGR and SGM to teachers 3. The leadership team along with identified Tier 3 teachers will conduct learning walks at other schools in our district and within our school. 4. The instructional coach, data analyst, and Principal will attend the effective schools training. 	Instructional Leadership	5/22/2020	Title I	1,000		
12					5/22/2020	Title I			
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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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EOY Status:

Principal Evidence:

Leadership Feedback:

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EOY Status:

Principal Evidence:

Leadership Feedback:

