

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

**Campus Name:** 161 - Rosen ES, Sam

**Principal:** Herrera, Alberto

**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: 95.9

Special Education: 7.8

Dual Language/ESL: 61.2

Gifted and Talented: 5.3

Career and Technology: 0

Percentage of at-risk students: 89.5

Percentage of English Language (EL) students: 63.6

Percentage of economically disadvantage students: 92.9

### 2019-2020 Campus Site-Based Committee

Name	Role
Alberto Herrera	Principal
Carrie Rodriguez	Campus Non-Teacher Professional
Jennifer Pedroza	Campus Non-Teacher Professional
Cristina Armenta	District Level Staff
Sylvia Glenn	Campus Non-Teacher Professional
Inavi Jimo	Community Representative
Manuel Flores	Business Representative
Marcia Bender	Teacher
Shelli Aulio	Teacher
Shelly Minton	Teacher
Taysha Caldwell	Teacher
Maria Cruz	Parent
Victoria Negrete	Parent
Inez Menchaca	Parent

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Rosen ES, Sam. The 85th Texas Legislature 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> 57	<b>75 - Met Standard</b>
Domain 2: <b>School Progress</b> 77	
Domain 3: <b>Closing The Gaps</b> 71	

### Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement 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.
Demographics	1. 94.12% low SES	1. Increasing the attendance rate from 95.52%.	1. Reduce chronic absenteeism.
	2. 97% Hispanic population	2. Decline in student enrollment for the past 3 years (2017 - ; 2018 - ; 2019 - 497.	2. Educate parents/families on factors that affect student success
	3.		3. Increase student achievement and student growth in Reading, Math, & Writing as measured by STAAR.
	4.	<10% student mobility rate.	4. Increase stakeholder awareness for areas of need that focus on developing the whole child.
	5.	3.	5.
	6.	4.	6.
	7.	5.	7.
	8.	6.	8.
	9.	7.	9.
Student Achievement	1. Consistent use of A3K has produced increases in Lexile levels in grades 2-5	1. In Dec. 2017 our students had checked out 25,000 books from the SRES library as compared to 15,000 as of Dec. 2018.	11.
	2. 85% of 5th grade students Approached grade level as measured by Math STAAR	2. 21% of 4th grade RP Writing students Approached grade level as measured by the February 2019 District Benchmark.	12.
	3.	3. 39% of 4th DL Reading students Approached grade level as measured by the February 2019 District Benchmark.	13.
	4.		14.
	5.		15.
	6.	Instruction and assessments align to TEKS at the appropriate level of rigor with an emphasis on Readiness standards as measured by STAAR. ESF LEVER 4.1 & 4.2	
	7.	4.	
	8.	5.	
	9.	6.	

<b>School Culture and Climate</b>	1.	Social emotional support for students in PK-5	1.	12 teachers on staff for FWAS. Need to hire outside personnel to offset teacher need for time.
	2.	Improved staff morale (93.8% in Engagement, Environment, & Safety based on Fall FWISD Stakeholder Climate survey) and teacher retention.	2.	Increase awareness of academic achievement, behavioral supports, and student growth to parents through after school events and workshops.
	3.	Improvement in parent attendance at school events. (Average of 31% of families attending school events)	3.	Grade-level and grade specific parent workshops with childcare and snacks.
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<b>Staff Quality/ Professional Development</b>	1.	Weekly PLC to review data and discuss refocus plans for low SEs. ESF LEVER 5.4	1.	Grade-level and grade specific parent workshops with childcare and snacks.
	2.	Each 6 weeks, 2 hour data meetings to create refocus plans on benchmark and interim data. ESF LEVER 5.3	2.	Vertical teaming each 6 weeks to align ideas in terms of low SEs and other student growth expectations.
	3.	6 weeks IPCs were created at each grade level (K-5th) to highlight curriculum areas and areas of needed growth based on PLC data. ESF LEVER 4.1		Protected time to meet regularly and use a protocol to analyze data, identify trends in misconceptions, determine root causes for not learning concepts, and possible adjustments to instructional delivery for struggling and advanced learners. ESF LEVER 5.3
	4.			
	5.		3.	PD in regards to literacy instruction across content areas to increase writing, engagement, and rigor.
	6.			
	7.			Principal improves campus instruction through regularly scheduled job-embedded PD opportunities consistent with best practices for adult learning, deliberate modeling, and observation/feedback cycles. ESF LEVER 1.5
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<b>Curriculum, Instruction, and Assessment</b>	1.	Instructional Coaches and Admin support and feedback through weekly walkthroughs and PLCs.	1.	Rtl process update to ensure that students not meeting growth by end of 2nd grade are being monitored in the system.
	2.	42% growth of 2nd and 3rd grade Achieve Lexile Levels by MOY Achieve data.	2.	F&P training and protocols for implementation of the benchmark tests to align results.
	3.	36% Growth of K-1 students on F&P at MOY	3.	The scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas, and grades PK-2 math and reading. ESF LEVER 4.1
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<b>Family and Community Involvement</b>	1.	217% increase in participation of the Spring parent survey.	1.	Increase PTO participation and attendance of all stakeholders.
	2.		2.	Increase parent volunteers at school in all grade levels.
	3.		3.	Increase awareness of parent ESL classes provided by the district.
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<b>School Context and Organization</b>	1.	30 teachers involved in afterschool events to extend the learning and social emotional growth of our students.	1.	Offer information to families about transition classes provided by TCC at family events to help promote awareness.
	2.		2.	Increase a positive customer service so that all stakeholders feel their participation is not only needed, but wanted by all school personnel.
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# Academic Excellence Goals

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

Campus Name: 161 - Rosen ES, Sam

Principal: Herrera, Alberto

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.	61.19	34.33	16.42	43%	
	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%	

### 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 K- 5th literacy teachers will schedule and implement the foundational programs in phonics, fluency, and comprehension as well as monitor student progress through program benchmarks.	<ol style="list-style-type: none"> <li>Teachers will receive training on grade-specific program needs by Oct. 2019.</li> <li>Teachers will create timelines for daily implementation and schedule progress monitoring as designed by programs by Sept. 2019</li> <li>Teachers and leadership will review data from progress monitoring and walkthrough feedback to create refocus plans by Oct. 2019.</li> <li>Instructional Leadership teams will conduct monthly walkthroughs and offer coaching and feedback.</li> </ol>	Teacher(s)	10/25/2019	Local (Basic Allotment)	10,980	Not Started	
2 Title I	100% of PreK – 5th grade literacy teachers will schedule and implement the balanced literacy model that includes SGGR and meaningful aligned centers to be progress monitored weekly by leadership and coaches.	<ol style="list-style-type: none"> <li>Data Analyst will review balanced literacy, SGGR, and centers and order STAAR materials by Aug 2019</li> <li>Set master schedule for times to include balanced literacy, SGGR and centers by Aug 2019.</li> <li>Review targeted TEKS in PLC and set SGGR and Center refocus plans each week.</li> <li>Monitor intervention by TAs to meet targeted areas of student growth by Oct. 2019</li> <li>Weekly walkthrough by leadership followed up with feedback and next steps by coaches and leadership teams by Nov. 2019.</li> </ol>	Teacher(s)	11/15/2019	Title I	89,740	Not Started	
3 Title I	100% of K-5th grade teachers will attend weekly PLC/Data meetings utilizing the FWISD PLC model and Teaching Trust framework to analyze data, find gaps in learning, and implement TEKS specific reteach plans with monthly follow-up/feedback on the reteach from the administration team. ESF LEVER 5.2 & 5.3	<ol style="list-style-type: none"> <li>Set dates for weekly PLC/data meetings and review expectations for meeting attendance by Aug. 2019.</li> <li>Review targeted focus TEKS from each grade, find gaps, and set a refocus plan every week by Dec 2019.</li> <li>Using weekly data, interims, benchmarks, and walkthrough feedback, the coaches will help teachers develop next steps by Dec 2019.</li> <li>Admin team and coaches will monitor and offer feedback during weekly walkthroughs by Dec. 2019.</li> </ol>	Instructional Leadership	12/20/2019	Title I	34,370	Not Started	

4	Title I	100% alignment of resources with the needs of the school to effectively monitor their impact on the campus mission/vision and improve the quality of instruction.	<ol style="list-style-type: none"> <li>1. Request substitute teachers for 2 hour data meetings to review data and create refocus plans by Dec 2019</li> <li>2. Request transportation for field trips to increase students' knowledge base by Dec. 2019</li> <li>3. Maintain copiers, fax, shredders, and other operational costs to ensure quality instruction by Dec 2019</li> </ol>	Instructional Leadership	12/20/2019	Local (Basic Allotment)	12,000	Not Started	
5	Title I	100% alignment of SCE resources to meet the diverse needs of our At-Risk population and effectively monitor their impact on our campus mission/vision and improve the quality of instruction.	<ol style="list-style-type: none"> <li>1. Student Achievement recognitions at every six weeks, semester, and EOY to promote academic growth and goal setting in all students by Dec. 2019</li> <li>2. Training and implementation of a ten-week Latino Literacy to support literacy in the home for our At-Risk students by Dec 2019</li> </ol>	Teacher(s)	12/20/2019	SCE	4,050	Not Started	
6		Student progress toward measurable goals (e.g. % of class and individual student mastery of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting. ESF LEVER 5.4	<ol style="list-style-type: none"> <li>1. Campus hallways include at least one visible student progress tracking artifact which is regularly updated.</li> <li>2. All classrooms include at least one visible student progress tracking artifact, which is regularly updated.</li> </ol>	Other	5/29/2020	Local (Basic Allotment)		On Target	
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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:

# Mission Goals

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

Campus Name: 161 - Rosen ES, Sam

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Executive Director: Todd Koppes

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	37%	45%

### 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 Pre-K-5th teachers will receive an allotment of \$200 for curricular materials to increase student achievement and growth as based on our mission and vision by Oct. 2019	<ol style="list-style-type: none"> <li>Teachers will fill out a purchase order for supplies/materials needed for classroom-based on last year's data and goals for the year by Oct 2019</li> <li>Utilize AR Program to incentivize interest, proficiency, stamina, and vocabulary development in K-5th by Oct 2019.</li> <li>Librarian will receive \$600 for RIF to support curricular needs by Dec. 2019</li> <li>Leadership will monitor the purchase and implementation of materials to ensure alignment with mission and vision for student success by Oct 2019</li> </ol>	Teacher(s)	10/25/2019	Title I	6,200	Not Started	
2 Title I	100% of Gifted and Talented students will be offered the opportunity to engage in UIL events, Invention Convention, Math Bee, Spelling Bee, and other academic events to support student achievement.	Students will be invited or may request to attend a UIL or other afterschool event to extend learning in all content areas by May 2020	Teacher(s)	5/1/2020	Gifted & Talented	252	Not Started	
3 SPED	100% of Special Education teachers will utilize funds to support SPED student needs to ensure their growth and progress.	<ol style="list-style-type: none"> <li>Teachers will fill out a purchase order for supplies/materials needed for classroom-based on last year's data and goals for the year by Oct 2019</li> <li>Ms. Winn will fulfill the purchase orders in a timely manner and follow through with the delivery of supplies by Oct 2019</li> <li>Leadership will monitor the purchase and implementation of materials to ensure alignment with mission and vision for student success by Oct 2019</li> </ol>	Teacher(s)	10/25/2019	Special Education	1,951	Not Started	
4 LEP	100% of DL teachers will utilize funds to support English Learner student needs to ensure their growth and progress.	<ol style="list-style-type: none"> <li>Teachers will fill out a purchase order for supplies/materials needed for classroom-based on last year's data and goals for the year by Oct 2019</li> <li>Ms. Winn will fulfill the purchase orders in a timely manner and follow through with the delivery of supplies by Oct 2019</li> <li>Leadership will monitor the purchase and implementation of materials to ensure alignment with mission and vision for student success by Oct 2019</li> </ol>	Teacher(s)	10/25/2019	Bilingual	1,686	Not Started	

5	Title I	100 % of the allotted SCE funds will be utilized to support At-Risk student needs to ensure their growth and progress.	<p>1. Teachers will fill out a purchase order for supplies/materials needed for classroom-based on last year's data and goals for the year by Oct 2019</p> <p>2. Teachers will be paid to help in implementation of school-wide writing plan by Oct 2019</p> <p>3. Leadership will monitor the purchase and implementation of materials to ensure alignment with mission and vision for student success by Oct 2019</p>	Teacher(s)	10/25/2019	SCE	1,994	Not Started	
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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: 161 - Rosen ES, Sam

Principal: Herrera, Alberto

Executive Director: Todd Koppes

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The customer satisfaction percentage will increase through positive interaction between families from diverse backgrounds and school staff as measured by the Parent Stakeholder Survey from	95%	97%	May 28
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	25	15	May 28

### 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 our parents will be offered the opportunity to create a positive learning environment and understand their role in their child's educational success.	<ol style="list-style-type: none"> <li>1. Reading Is Fundamental for all students in school by Dec. 2019</li> <li>2. Increase parent and community involvement at SRES events by providing snacks and prizes to encourage attendance and participation by Oct 2019</li> <li>3. Families will be encouraged to attend Family Night at the Museum by Nov. 2019</li> <li>4. Parent Liason will support communication between parents, teachers, students, and support staff regarding educational programs, services, and various issued by Dec. 2019</li> </ol>	Other	5/29/2020	Title I	12,198	Not Started	
2 Title I	100% engagement of all teachers and staff in the SRES PBIS Plan to establish shared connections with and among students before delving into intensive core content instruction.	<ol style="list-style-type: none"> <li>1. Recruit a vertically aligned PBIS task force to review behavior data and develop plan of action for new year by Aug 2019</li> <li>2. Review First Five curriculum and redefine PBIS goals for the year by Aug 2019</li> <li>3. Give PD to staff and set PBIS expectations by Aug 2019</li> <li>4. Develop a timeline for PBIS meetings and celebrations by Aug 2019</li> <li>5. Review behavioral data at MOY and EOY to ensure success of program by Dec 2019</li> </ol>	Teacher(s)	8/23/2019	SCE	550	Not Started	
3 Title I	100% engagement of all teachers and staff in the SRES PBIS Plan to establish shared connections with and among students before delving into intensive core content instruction.	<ol style="list-style-type: none"> <li>1. Monitor the parent involvement at school events and develop new ideas to increase participation by Dec. 2019</li> <li>2. Develop incentive celebrations every six weeks for excellent behavior by Sept 2019</li> <li>3. Creation of De-Escalation room for students to self-regulate their own behavior by Sept 2019</li> </ol>	Instructional Leadership	5/29/2020	Local (Basic Allotment)	3,156	Not Started	
4 Title I	100% of parents enrolling students in SRES will have access to extra help from staff for assistance with BOY enrollment.	<ol style="list-style-type: none"> <li>1. Parent notification through social media, marquee, and phone call out system by Aug 2019.</li> <li>2. Set dates for extra staff needs for BOY enrollment by July 2019</li> <li>3. Staff complete Kronos time cards for paid time Aug 2019</li> </ol>	Principal	8/9/2019	Local (Basic Allotment)	1,700	On Target	

5	Increase parent & community involvement at SRES events from 24% to 30% by providing snacks and/or prizes to encourage attendance and participation.	<ol style="list-style-type: none"> <li>1. Order supplies/prizes for family events through Title 1 vendors</li> <li>2. Ms. Will will fulfill the purchase orders in a timely manner and follow through with delivery of supplies.</li> <li>3. Market family events through social media, Class Dojo, flyers, and Parent Messenger.</li> <li>4. Create a Google Form sign-in sheet to track parent attendance at events.</li> <li>5. Review data for each event and create an action plan for next steps in getting parents involved/engaged.</li> </ol>						
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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:

