

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

**Campus Name:** 162 - Sagamore Hill ES

**Principal:** Butler, Dirrick

**Executive Director:** Shawn Buchanan

## 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: 95.5

Special Education: 4.2

Dual Language/ESL: 59.8

Gifted and Talented: 4.6

Career and Technology: 0

Percentage of at-risk students: 91.2

Percentage of English Language (EL) students: 63.3

Percentage of economically disadvantage students: 95.8

### 2019-2020 Campus Site-Based Committee

Name	Role
Dirrick Butler	Principal
Eugene Elizondo	Principal
Thelma Nelson	Campus Non-Teacher Professional
Evelyn Lewis	Teacher
Andrew Curran	Teacher
Ashley Morgan	Teacher
Leyla Macedo	Parent
Christian Pena	Teacher
Perla Gaytan	Parent
Yesenia Martinez	Parent
Teresa Freeman	District Level Staff
Janice Kemp	Campus Non-Teacher Professional
Gladys Villanueva	Community Representative
Monica Ridgeway	Business Representative
Lewsbiol Garache	Parent
Faith Chaney	Parent
Laura Rodriguez	Parent
Suyapa Macedo	Parent

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Sagamore Hill 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: <b>Student Achievement</b> 64	79 - Met Standard
Domain 2: <b>School Progress</b> 82	
Domain 3: <b>Closing The Gaps</b> 73	

### 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: 1

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. 669 student enrollment.	1. There are cultural differences between teachers and students. Majority of students are H and AA. We need to increase cultural awareness on all levels.	1. Reading in the lower grades to increase the number of students at or above grade level with an increase in parental involvement in school sponsored learning activities.
	2. Met standard in all domains for 2018-2019.		2. Aligning instructional practices in all grade levels with writing across content areas
	3. Referrals to office decreased from 211 in 2016-2017 to 84 in 2017-2018.	2. An influx of numerous transfer students is causing a need for classroom management trainings.	3. Small group guided math and reading occurs daily
Student Achievement	1. Few discipline issues allow for more effective instruction.	1. Increase student lexile levels to at least one year and a half growth by purchasing materials/supplies/trainings to improve student achievement.  2. Increase amount of students meeting and exceeding grade level expectations.  3. Increase student attendance. Purchase F&P System Kits with training.	4.
	2. Low mobility rate.		5.
	3. Growth in students' Lexile levels.		
School Culture and Climate	1. Strong focus on learning and student achievement.	1. Parental involvement with communication between teachers and parents.	
	2. Focus on district Initiatives.		
	3. Family Nights were successful.	3. Recognitions for student and staff achievements and attendance.	
Staff Quality/ Professional Development	1. PBIS, First Five, Formative Assessments.	1. Training for : writing, SGGR, SGM, instructional centers, differentiation. School turnaround PD for administrators. Book study.  2. Building relationships and a positive school culture.  3. Lucy Calkins; Teaching mental math strategies; Number sense. Pearson and MAP trainings.	
	2. GT Trainings.		
	3. Boys Town Trainings.		
Curriculum, Instruction, and Assessment	1. Curriculum Innovation Lab and Math Unit Assessments.	1. Based on walkthroughs, observations, and PLCs there is a need for alignment of writing across all contents. Instructional resources for reading and writing.	
	2. Teachers seek other instructional resources to supplement what they currently utilize.		
	3. Instructional Coaches.	3. Progress monitoring and individual monitoring in all contents rather than assessing formally every Friday.	

<b>Family and Community Involvement</b>	1.	Movie, Technology, Science Nights.	1.	Grow student clubs and groups.
	2.	Parents as Teachers program is on campus.	2.	Parental involvement increase by building our PTA.
	3.	Grade level music performances and parent meetings.	3.	Adopt a School sponsors to provide resources for students and teachers.
<b>School Context and Organization</b>	1.	Procedures in place for safety and academic needs.	1.	Weekly leadership team meetings; Monthly meetings with lead teachers.
	2.	Students and faculty know safety procedures and expectations.	2.	School improvement training for administrators.
	3.	Student voice and leadership through StuCo Supportive learning community.	3.	Open lines of communication for all stakeholders.

# Academic Excellence Goals

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

Campus Name: 162 - Sagamore Hill ES

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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.	52.69	26.88	12.90	45%	
	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)					

### 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	Students in grades K-2 will increase their BOY literacy levels by one letter each six weeks as measured by MAP Fluency (BME) for the 2019-2020 school year.	<ol style="list-style-type: none"> <li>Teachers set literacy goals with their students.</li> <li>Teachers update their online Literacy Tracker form every six weeks.</li> <li>Conduct data meetings and PLCs.</li> <li>Provide common school wide intervention time based on lowest nonmastered TEKS by 9/30/19.</li> <li>Tutors and Title I T.A. will push in or pull out to assist with literacy by facilitating small group instruction.</li> <li>Purchase materials/supplies to improve student achievement.</li> </ol>	Teacher(s)	5/29/2020	Title I	27,890	Not Started	
2 Title I	By May 29, 2020, students in Grades 2-5 will increase their Lexile levels by 200 points by engaging in Achieve 3000 teacher guided lessons twice a week.	<ol style="list-style-type: none"> <li>Achieve 3000 report will be made every week to leadership team.</li> <li>Conduct individual conferences with teachers regarding literacy and Achieve 3000 data.</li> <li>Teachers will set Achieve 3000 goals with their students.</li> <li>Students will track their Lexile level progress monthly.</li> <li>Conduct data meetings and PLCs.</li> <li>Celebrate students who increase their reading levels every six weeks.</li> <li>Leadership team will attend PD on school turnaround and improvement.</li> </ol>	Teacher(s)	5/29/2020	Title I	44,876	Not Started	
3 Title I	By September 30, 2019 chromebooks and cart will be purchased and distributed to classrooms to be utilized by students to engage in MAP Math activities, MAP Fluency activities, and Achieve 3000 activities. The success of the purchase will be demonstrated when students use purchased the technology to assist in academic activities sponsored by FWISD.	<ol style="list-style-type: none"> <li>Consult with the financial secretary about purchasing technology by 9/20/19.</li> <li>Secretary will create a requisition through FWISD by 9/24/19.</li> <li>Administration will distribute the chromebooks to classrooms.</li> </ol>	Principal	5/29/2020	Title I	75,000	Not Started	

4	CTE-LEP	100% of instructional staff will use the FWISD data analysis protocol for instructional planning by using the data to create action plans for interventions after benchmark testing. Because of the action plans, students academic success in literacy will increase from 27% to at least 45%.	<ol style="list-style-type: none"> <li>1. Data analyst will support initiatives and facilitate data meetings, instructional planning days, and PLCs.</li> <li>2. Teachers will participate in instructional planning collaboration days to ensure alignment with instructional planning calendars beginning the week of 9/30/19.</li> <li>3. Teachers create intervention plans to address the results of benchmarks and Pearson assessments.</li> <li>4. Purchase STAAR Master for grades 2-5 by 10/14/19.</li> </ol>	Principal	5/29/2020	Bilingual	2,183	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:

# Mission Goals

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

Campus Name: 162 - Sagamore Hill 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	31%	41%	EOY
	Percent of students at grade level or above in Writing will increase from	30%	40%	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	By September 30, 2019, students, guided by teachers, will set SMART goals for the year, based on MAP baseline data. 85% of students will be able to articulate their individual SMART goal.	<ol style="list-style-type: none"> <li>1. Students participate in MAP Growth BOY assessment.</li> <li>2. Teachers share results with students the week of 9/16/19.</li> <li>3. By 9/30/19, students will have a data folder with their individual SMART goal listed.</li> </ol>	Instructional Leadership	5/20/2020	Local (Basic Allotment)	37,040	On Target	
2 Title I	By September 27, 2019, 100% of teachers will have taught students how to write SMART goals for their classroom. 85% of students will be able to articulate their individual SMART goal.	<ol style="list-style-type: none"> <li>1. By August 16, 2019 leadership team will have modeled how to create SMART goal to teachers.</li> <li>2. Students will be able to verbalize their classroom SMART goals administrators.</li> <li>3. The SMART classroom goals will be posted outside and inside the classroom by 10/4/19.</li> </ol>	Teacher(s)	5/20/2020	Title I	27,110	On Target	
3 Title I	100% of instructional staff will use the FWISD data analysis protocol for instructional planning by using the data to create action plans for interventions based on benchmarks and mastery checks. Because of the action plans, students academic success in literacy will increase from 27% to at least 45%.	<ol style="list-style-type: none"> <li>1. Data analyst will support initiatives and facilitate data meetings, instructional planning days, and PLCs.</li> <li>2. Teachers will participate in instructional planning collaboration days to ensure alignment with instructional planning calendars.</li> <li>3. Teachers create intervention plans to address the results of benchmarks and mastery checks.</li> </ol>	Instructional Leadership	5/29/2020	SCE	7,110	On Target	
4 Title I	Increase the percentage of 5th grade Special Education students at Meets or Masters from 14% to 25% as measured by STAAR Reading assessment.	<ol style="list-style-type: none"> <li>1. Purchase supplies and materials to enhance the curriculum.</li> <li>2. Rigorous instruction to increase student engagement by allowing students to work on academic vocabulary, number sense, and language development for Special Education students.</li> <li>3. Purchase technology for special education department to utilize and enhance student learning.</li> <li>4. Purchase appropriate and engaging materials to support and supplement the curriculum for Special Education students.</li> </ol>	Instructional Leadership	5/29/2020	Special Education	2,991	On Target	
5 Title I	By providing challenging and rigorous project based learning, the percentage of Gifted and Talented and TPP students will increase from 14% to 24% Masters in grade 5 by May 2020.	<ol style="list-style-type: none"> <li>1. Purchase materials/computers to enhance the curriculum and supplies needed for class and individual projects.</li> <li>2. Require students to participate in District fairs.</li> <li>3. GT and TPP will be pulled out weekly to be provided instruction.</li> </ol>	Teacher(s)	5/29/2020	Gifted & Talented	209	On Target	

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**BOY Status:**

Principal Evidence:

Leadership Feedback:

**MOY Status:**

Principal Evidence:

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**EOY Status:**

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