

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

**Campus Name:** 163 - Shulkey ES, Bruce

**Principal:** Tritten, Vanessa

**Executive Director:** Hilda Caballero

## 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: 95.8  
Special Education: 9.8  
Dual Language/ESL: 37  
Gifted and Talented: 6.5

Career and Technology: 0  
Percentage of at-risk students: 79.3  
Percentage of English Language (EL) students: 37.2  
Percentage of economically disadvantage students: 77.8

### 2019-2020 Campus Site-Based Committee

| Name              | Role                                  |
|-------------------|---------------------------------------|
| Vanessa Tritten   | Principal                             |
| Priscilla Littles | Campus Non-Teacher Professional       |
| Jeff Adams        | Teacher                               |
| Beth Pipes        | Teacher                               |
| Samuel Threatt    | Teacher                               |
| Anne Smith        | Teacher                               |
| Casey Williams    | Parent                                |
| Ana Zapata        | Parent                                |
| Porsha Cummings   | Parent                                |
| Kathy Metroka     | Community Representative              |
| Patricia Klint    | Community Representative              |
| Mark Metroka      | Business Representative               |
| Lemuel Lara       | Business Representative               |
| Judy Garcia       | Additional Representative Appointment |
| Snjezana Dismukes | District Level Staff                  |

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Shulkey ES, Bruce. 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> 70<br>Domain 2: <b>School Progress</b> 83<br>Domain 3: <b>Closing The Gaps</b> 75 | <b>81 - Met Standard</b>                  |

### 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: 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

No 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<br>What were the identified strengths?                               | Summary of Needs<br>What were the identified areas needing improvement or areas of weakness?                         | Priorities<br>What are we going to intervene? If addressed, this need will create the most impact. |
|--|---|--|--|
| <b>Demographics</b>                            | 1. Diverse population 35% Hispanic, 34% AA, 27% White                                     | 1. Improve attendance for chronic absentees  | 1. 1. Increase attendance rate across grade levels   |
|  | 2. 524 students   | 2. Tutoring  | 2. 2. Students make at least one year of growth or more during the academic year                   |
|  | 3. 86% ED, SEAs and LINC units  | 3. AR through Renaissance Learning/StarFall  | 3. 3. Improve instructional practices and alignment in all grade levels and content areas          |
| <b>Student Achievement</b>                     | 1. 77% Students made an average of 100 Lexile Levels for the fall semester                | 1. All students set individual goals using reading and math programs and maintain a tracking/goal setting form       | 4.   |
|  | 2. Met standard for STAAR 2018 and earned a "B"   | 2. Improve STAAR scores in 3rd grade math (55% to 58%), 3rd grade reading (66% to 68%), and 4th writing (48% to 51%) | 5.   |
|  | 3. Earned Distinction in Domain 2 for growth  | 3.   |  |
| <b>School Culture and Climate</b>              | 1. School-home communication  | 1. Continue to increase translations of parent communication   |  |
|  | 2. Safe environment for all students and staff  | 2. Continue Boys Town curriculum   |  |
|  | 3.  | 3. Restorative Discipline for teachers   |  |
| <b>Staff Quality/ Professional Development</b> | 1. Bi-Monthly grade level PLCs  | 1. Increase effectiveness of PLCs through the use of multiple sources of data  |  |
|  | 2. LEP Strategies   | 2. New teacher support   |  |
|  | 3. Data planning meetings   | 3. Best practices PD for content areas   |  |
| <b>Curriculum, Instruction, and Assessment</b> | 1. Teachers plan together weekly  | 1. Math problem solving and basic facts  |  |
|  | 2. AR STAR  | 2. Improve small group instructional practices in all subject areas  |  |
|  | 3.  | 3.   |  |
| <b>Family and Community Involvement</b>        | 1. PTA, volunteers, partnerships with Wedgwood Baptist Church and KidsHope mentors        | 1. Increase parental knowledge of academic rigor   |  |
|  | 2. Planned events with community (Art night, multi-cultural fair, pyramid literacy night) | 2. Weekly Teacher/Grade level newsletter   |  |
|  | 3.  | 3.   |  |

**School Context and Organization**

|    |  |    |                                      |
|----|--|----|--------------------------------------|
| 1. | SBDM, DERC, and SWAT   | 1. | Continue open lines of communication |
| 2. | Procedures in place for safety and academic needs. Students and faculty know safety procedures and expectations. | 2. | Reorganization of lunch schedule     |
|    |  | 3. |                                      |
| 3. | Student council and flag patrol  |    |                                      |

# Academic Excellence Goals

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

Campus Name: 163 - Shulkey ES, Bruce

Principal: Tritten, Vanessa

Executive Director: Hilda Caballero

| 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. | 67.16      | 38.81 | 20.90   | 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)               |            |       |         |           |             |

### Strategies for Improvement

| Student Group (PBMAS) | Target Strategies   | Action Steps  | Person(s) Responsible    | Due Date   | Budget Source | Amount | Status    | Attachment (implementation artifacts) |
|-----------------------|---|---|--------------------------|------------|---------------|--------|-----------|---------------------------------------|
| 1<br>Title I          | By June 1, 2020, the Data Analysis will provide guidance, protocols, and feedback through weekly leadership teams mtgs, instructional planning days on Nov. 11th & 12th, Jan 22 & 23, Feb. 18&19, March 17 & 18, and PLC meetings in to increase literacy student literacy levels k - 5 as measured by F&P & Achieve. | <ol style="list-style-type: none"> <li>1. Continue Data Analysis full time position.</li> <li>2. Data Analyst provides monthly data reports to admin on MAP Fluency, Achieve, IAs, Success Maker and district benchmarks</li> <li>3. DA will provide 10 names of students with growth for morning shout outs based on lit. level increases</li> <li>4. DA will plan and facilitate data meetings, instructional planning time with literacy data and facilitate PLCs</li> </ol>   | Instructional Leadership | 6/1/2020   | Title I       | 66,777 | On Target |                                       |
| 2<br>Title I          | Implement instructional reading comprehension strategies for 3rd grade students to increase lexile levels to a minimum of 520L by May 2020 as measure by EOY Achieve level set.   | <ol style="list-style-type: none"> <li>1. Purchase updated and culturally relevant library books by Dec. 2019.</li> <li>2. Purchase supplemental reading materials: Flocabulary, Mentoring Minds, Measure Up, LLI Kits, Tutoring materials, Technology</li> <li>3. Provide tutoring for Small group intensive intervention</li> <li>4. Provide After school tutoring to master targeted TEKS</li> <li>5. Purchase general supplies for instruction</li> <li>6. Teachers input F&amp;P Level and Lexile levels each six weeks on Google drive</li> </ol> | Instructional Leadership | 5/8/2020   | Title I       | 29,123 | On Target |                                       |
| 3<br>Title I          | Students 2nd-5th will complete two weekly Achieve lessons with 75% accuracy or higher on first try during the 2019-20 school year.  | <ol style="list-style-type: none"> <li>1. Track weekly Achieve Reports and post in PLC room</li> <li>2. Implement student incentives for reaching 75% or higher. Including hallways 100's chart, Morning announcement shout outs based on growth and daily top scorer.</li> <li>3. Student will set lexile level S.M.A.R.T goals at BOY and monitor growth through their student data folder</li> </ol>   | Instructional Leadership | 12/20/2019 | Title I       | 1,000  | On Target |                                       |

|    |         |   |   |                          |            |                         |        |           |
|----|---------|---|---|--------------------------|------------|-------------------------|--------|-----------|
| 4  | Title I | K - 2nd will show one year or more growth as measured by EOY MAP fluency data and F& P literacy levels by May 2020.   | <ol style="list-style-type: none"> <li>1. Purchase of updated and cultural relevant library books by Dec. 2019.</li> <li>2. Purchase supplemental reading materials: Flocabulary, LLI Kits, Technology such as printers, ink, chromebook, Ipad, laptops</li> <li>3. Provide tutoring for Small group intensive intervention pullout/pushin<br/>-Monitor effective daily SGGR</li> <li>4. Teachers input F &amp; P and Lexile levels each six weeks on Google drive. Monitor fidelity of Balanced Literacy components through walkthroughs.</li> <li>5. Purchase books for Staff PD</li> </ol> | Teacher(s)               | 5/22/2020  | Title I                 | 14,700 | On Target |
| 5  | SPED    | 3rd - 5th grade SPED students will increase 3% on approaches by May 2020 as measured by EOY STAAR reading assessment.   | <ol style="list-style-type: none"> <li>1. Utilizes fund to purchase updated literacy activities and material through lakeshore by Dec.2019</li> <li>2. Purchase technology</li> <li>3. Teachers input F &amp; P and Lexile levels each six weeks on Google drive.</li> <li>4. SPED teachers monitor IEP goals each 6 weeks</li> </ol>   | Instructional Leadership | 5/29/2020  | Special Education       | 4,101  | On Target |
| 6  | Title I | Implement instructional reading comprehension strategies for 3rd grade students to increase lexile levels to a minimum of 520L by May 2020, as measured by EOY Achieve level set. | <ol style="list-style-type: none"> <li>1. Purchase updated and culturally relevant library books by Dec. 2019.</li> <li>2. Purchase supplemental reading materials</li> </ol>   | Instructional Leadership | 12/20/2019 | Local (Basic Allotment) | 3,000  | On Target |
| 7  |         |   |   |                          |            |                         |        |           |
| 8  |         |   |   |                          |            |                         |        |           |
| 9  |         |   |   |                          |            |                         |        |           |
| 10 |         |   |   |                          |            |                         |        |           |
| 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:

# Mission Goals

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

Campus Name: 163 - Shulkey ES, Bruce

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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 | 36        | 39          |

### 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             | Implement instructional strategies to increase 3rd - 5th student achieve in the Meets standard on Math STAAR by 3 percent at EOY 2020.  | <ol style="list-style-type: none"> <li>Purchase supplemental reading materials: Flocabulary,</li> <li>Provide tutoring for Small group intensive intervention pullout/pushin</li> <li>Provide substitutes for instructional planning / data meetings</li> </ol>   | Principal                | 5/29/2020 | Title I                 | 5,000  | On Target |                                       |
| 2 Title I             | 3rd - 5th grade GT students will increase 2% in the Masters standard on EOY STAAR Math assessment.  | <ol style="list-style-type: none"> <li>Purchase necessary supplies to increase student rigor and engagement in the classroom for class projects</li> <li>Monitor and review BOY, MOY, and EOY MAP Math assessments for correlation to EOY STAAR Meets Standards.</li> <li>Utilize Prodigy online program</li> <li>Monitor growth each 6 weeks based on Interim Assessment schedule</li> </ol>   | Teacher(s)               | 5/29/2020 | Gifted & Talented       | 202    | On Target |                                       |
| 3 LEP                 | 3rd - 5th grade ELL students will increase 3% in the Meets Standard on EOY STAAR Math assessment.   | <ol style="list-style-type: none"> <li>Purchase necessary supplies to support LEP strategies and instructional materials.</li> <li>Monitor and review BOY, MOY, and EOY MAP Math assessments for correlation to EOY STAAR Meets Standards.</li> <li>Utilize Prodigy online program</li> </ol> -Monitor growth each 6 weeks based on Interim Assessment schedule   | Teacher(s)               | 5/29/2020 | Bilingual               | 852    | On Target |                                       |
| 4 Title I             | 3rd - 5th grade ED students will increase 3% in the Meets Standard for EOY STAAR Math assessment.   | <ol style="list-style-type: none"> <li>Purchase supplemental STAAR instructional materials (Measuring Up or Mentoring Minds, etc).</li> <li>Monitor and review BOY, MOY, and EOY MAP Math assessments for correlation to EOY STAAR Meets Standards.</li> <li>Utilize Prodigy online program</li> </ol> -Monitor growth each 6 weeks based on Interim Assessment schedule  | Instructional Leadership | 5/29/2020 | SCE                     | 4,000  | On Target |                                       |
| 5 Title I             | By June 1, 2020, Data Analysis will provide guidance, protocols, and feedback through weekly leadership teams mtgs, instructional planning days Nov. 11th & 12th, Jan 22 & 23, Feb. 18 &19, March 17 &18, and PLC meetings in an effort to increase 3rd - 5th Meets on Math STAAR by 3 percent. | <ol style="list-style-type: none"> <li>Data Analyst provides data reports to admin on MAP, IAs, and Benchmarks</li> <li>DA will provide 10 names of students with growth for morning shout outs based on lit. level increases</li> <li>DA will plan and facilitate data meetings and instructional planning time. Hold Bi Weekly PLCs, Data meetings, and Instructional Planning with literacy data.</li> <li>Provide subs for teacher pull out data / instructional planning days</li> </ol> | Instructional Leadership | 5/29/2020 | Local (Basic Allotment) | 2,000  | On Target |                                       |

|    |         |   |   |           |           |                         |        |           |  |
|----|---------|---|---|-----------|-----------|-------------------------|--------|-----------|--|
| 6  | Title I | Implement instructional strategies in an effort to increase 3rd - 5th Meets on Math STAAR by 3 percent by EOY 2020. | 1. Purchase general supplies, paper, ink, classroom supplies, bulletin boards supplies, classroom manipulatives, etc.<br>2. Schedule and pay for substitutes in order for teachers to attend professional development.<br>3. Purchase needed technology/ink | Principal | 5/29/2020 | Local (Basic Allotment) | 19,581 | On Target |  |
| 7  |         |   |   |           |           |                         |        |           |  |
| 8  |         |   |   |           |           |                         |        |           |  |
| 9  |         |   |   |           |           |                         |        |           |  |
| 10 |         |   |   |           |           |                         |        |           |  |
| 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:





|    |  |  |  |  |  |  |  |  |
|----|--|--|--|--|--|--|--|--|
| 13 |  |  |  |  |  |  |  |  |
| 14 |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |

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Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:

