

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 168 - Springdale ES

Principal: Moreno, LeAnn

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: 96.3
Special Education: 7.9
Dual Language/ESL: 60.2
Gifted and Talented: 4.9

Career and Technology: 0
Percentage of at-risk students: 86.1
Percentage of English Language (EL) students: 64.1
Percentage of economically disadvantage students: 85.4

2019-2020 Campus Site-Based Committee

Name	Role
Lou Chapman	Business Representative
Rick Ward	Business Representative
Gabriela Morales	Parent
Laura Whiddon	Parent
Alma Ayala	Parent
Juan Padilla	Community Representative
Pastor John Guess	Community Representative
Kelly Gillham	Campus Non-Teacher Professional
Mike Elizondo	Teacher
Starlene Howell	Teacher
Nan Hoguein	Teacher
Martha Arceneaux	Teacher
Cindy Forestier	District Level Staff
LeAnn Moreno	Principal

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Springdale 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: Student Achievement 70	84 - Met Standard
Domain 2: School Progress 86	
Domain 3: Closing The Gaps 79	

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 Achievement in English Language Arts/Reading: 0	
Top 25 Percent: Comparative Academic Growth: 1	

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	<ol style="list-style-type: none"> Average attendance 1st semester 96% Predominately Hispanic (93%), DL Program PK-5th Enrollment steady average 550 	<ol style="list-style-type: none"> Frequent tardies and early dismissals Economic disadvantaged (95%) 	<ol style="list-style-type: none"> Address low performing students in literacy (1-3 years behind) through intervention strategies (Title I teacher assistants, tutors, use of LLI kits and Spanish resources, STAAR support materials, phonics) Technology equipment and resources for students to use during instruction
Student Achievement	<ol style="list-style-type: none"> Achieve3000 & Smarty Ants data shows increase in Lexile levels 2nd-5th Math benchmark scores for 3-5 are higher than district average - 5th is 97% Gained an additional Sp. Ed teacher for inclusion and resource support for identified students 	<ol style="list-style-type: none"> Benchmark writing scores are significantly below district average (interim at 30%, 2018 STAAR at 33%); 21 ipads are in need of repair/not working - lack of working technology for students to obtain district requirements on mandatory online programs/tech TEKS Science benchmark scores are low. There are no progress checks/benchmarks to use to assess lower grade science mastery in preparation of STAAR at fifth grade Teachers struggle with strategies to support SpEd and dyslexia students in gen ed classroom 	<ol style="list-style-type: none"> Lesson planning/vertical alignment/collaboration on best practices across contents Parent education - attendance, procedures, policies, expectations - foster partnerships/relationship with families and community
School Culture and Climate	<ol style="list-style-type: none"> Positive relationships among staff, students, and families Collaboration opportunities for teachers with vertical days/IPC's Staff genuinely cares about students, evidenced by TBRI strategies, tutoring, extra-curricular activities 	<ol style="list-style-type: none"> Increase participation for teachers and students in family events Increase partnerships/foster relationships in school community (businesses and organizations) 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> On-going social emotional PD All staff highly qualified Low staff turnover 	<ol style="list-style-type: none"> Limited time,resources, for teachers to observe others/plan together There isn't a consistent method for teaching phonics/word work Part-time data analyst is not adequate for meeting needs of campus for data review to drive interventions, student groups etc. 	
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> Use of assessment data to align vertical instruction, PD directly supports campus needs Collaboration on best practices, teaching strategies and instructional materials Reading intervention support LLI/SIL kits 	<ol style="list-style-type: none"> CLI and 4th grade writing data show students struggle with vocabulary, spelling, and phonemic awareness Lack of effective and user friendly primary grade reading progress monitoring system Academic focus for all parent involvement activities/family nights 	
Family and Community Involvement	<ol style="list-style-type: none"> PTA membership increased Communicate in numerous ways Family Communications Liaison working with families/community 	<ol style="list-style-type: none"> Continue to grow and strengthen PTA Establish academic partnerships with families, parent education on attendance, supporting Staff/Parent/Family attendance at family night is decreasing 	

School Context and Organization

1.	All stakeholders have opportunities to give input in decisions being made/open communication with administrators	1.	Parents do not follow dismissal procedures
2.	Students grouped according to special services	2.	Lack schedule that allows for routine vertical collaboration/planning
3.	Follow district and campus motto and core values	3.	Announcements too long at beginning of day, delay begin of instruction

Academic Excellence Goals

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

Campus Name: 168 - Springdale ES

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Executive Director: Shawn Buchanan

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.	60.00	28.00	14.67	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 Title I	Provide intervention (LLI/Soluciones) for students reading below grade-level as measured by F&P.	Administer F&P benchmarks within first 2 weeks of school. Create Zero Hour and intervention groups based off data. Utilize LLI/Soluciones Kits as intervention - classroom teachers will use this during Zero Hour intervention. Title I teacher will also utilize kits to provide intervention to small groups reading below grade-level	Teacher(s)	5/15/2020	Title I	58,000		
2 Title I	Monitor student reading below grade-level with F&P checks each six weeks	Classroom teacher/Title I teacher will utilize F&P benchmark for students identified as being below grade-level each six weeks to check for progress	Teacher(s)	5/15/2020				
3 Title I	All literacy teachers will meet with students in SGGR groups to provide effective SGGR instruction with fidelity	Instructional Leadership will monitor SGGR in all literacy classrooms; Video taping of SGGR groups once per six weeks for each grade-level to share and discuss best practices/continued growth and walk-through feedback data will be utilize to increase effectiveness	Instructional Leadership	5/15/2020				
4 Title I	At risk and low performing students in grades 2-5 will utilize computer based program Achieve3000 to complete 80 activities with 75% or better on first attempt and reach 200 pt gain in Lexile level. At risk and low performing students in grades K-1 will utilize Map Fluency for progress monitoring in addition to practice on other online learning software	Instructional Leadership will monitor use of Achieve3000, celebrations for students reaching goals throughout year. Purchase of additional Chromecart for students to access required programs.	Instructional Leadership	5/15/2020	SCE	5,304		
5 LEP	LEP students in grades 2-5 will utilize computer based program Achieve3000 to complete 80 activities with 75% or better on first attempt and reach 200 pt gain in Lexile level. LEP students in grades K-1 will utilize Map Fluency for progress monitoring in addition to practice on other online learning software	Instructional Leadership will monitor use of Achieve3000 and progress in Map Fluency and host celebrations for students reaching goals throughout year. Purchase of additional Chromecart for students to access required programs.	Instructional Leadership	5/15/2020	Bilingual	1,882		

6	SPED	Special Ed students in grades 2-5 will utilize computer based program Achieve3000 to complete 80 activities with 75% or better on first attempt and reach 200 pt gain in Lexile level. Special Ed students in grades K-1 will utilize Map Fluency for progress monitoring and in addition to practice on other online learning software	Instructional Leadership will monitor use of Achieve3000 and progress in Map Fluency and host celebrations for students reaching goals throughout year. Purchase of additional Chromeart for students to access required programs.	Instructional Leadership	5/15/2020	Special Education	960		
7	Title I	Gifted and Talented students in grades 2-5 will utilize computer based program Achieve3000 to complete 80 activities with 75% or better on first attempt and reach 200 pt gain in Lexile level. Gifted and Talented students in grades K-1 will utilize Map Fluency for progress monitoring and in addition to practice on other online learning software	Instructional Leadership will monitor use of Achieve3000 and progress in Map Fluency and host celebrations for students reaching goals throughout year. Purchase of additional Chromeart for students to access required programs.	Instructional Leadership	5/15/2020	Gifted & Talented	295		
8	LEP	Provide specific targeted practice for STAAR reading and writing for all 3rd - 5th grade students	Select and purchase STAAR English/Spanish reading and writing materials for teachers and students to use	Teacher(s)	10/31/0019	Local (Basic Allotment)	4,000		
9	Title I	Increase current selection of library books in both English and Spanish	Librarian will select and purchase library books to improve selection available to students	Other	12/20/2019	Local (Basic Allotment)	8,000		
10	LEP	Title I teacher assistant to assist with providing literacy intervention for students identified below grade-level	Utilize BOY data across grade-levels to create groups for intervention. Title I teacher assistant will be utilized for both push-in and pull-out interventions	Instructional Leadership	5/15/2020	Title I	18,000		
11	LEP	Goal setting and monitoring by all Springdale Family, student incentives for academic celebrations for literacy	Literacy Teachers and students will utilize the SMART goal format to develop and monitor literacy goals for each six weeks (\$500). Select and purchase student incentives for reaching academic goals to be used in awards ceremonies (\$750)	Teacher(s)	4/14/2020	Local (Basic Allotment)	1,250		
12	Title I	Get a free extra book for all students to encourage reading at home	Librarian to host RIF for our campus	Other	4/14/2020	Title I	1,000		
13	LEP	Provide parent opportunity to engage with student over academic content provided by Fort Worth Museum	Fort Worth Museum will provide family engagement/academic activities to participate in together	Instructional Leadership	12/20/2019	Title I	750		
14	LEP	Provide Accelerated Reading for student to progress monitor comprehension on books they choose from library	Order accurate number of seats for students to utilize Accelerated reading program to progress monitor comprehension on books they choose from library	Other	8/19/2019	Local (Basic Allotment)	6,253		
15	SPED	Meet individual student learning and function needs for all SpEd students	Provide instructional materials and resources for students and teachers to utilize to meet student learning/functioning needs.	Teacher(s)		Special Education	1,773		

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

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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	48%	51%	EOY
	2018-2019 math data shows that ALL students 3-5 at grade level is 48%. 3rd at grade level is 25%, 4th is 51%, and 5th is 66% at grade level.			

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 LEP	PD and opportunities for Math collaboration during PLCs - discuss best practices, academic vocabulary, data review, lesson planning, family walks	Leadership will create a schedule that will allow for 90 minute blocks one time a week (Wednesdays) to provide additional time for teams to collaborate and perform family walks	Instructional Leadership	8/19/2019				
2 LEP	Effective math instruction/best practices - teachers collaborate and share ideas utilizing Number Talks: Whole number computation. Book study to be co-chaired by Math Lead Teacher and Data Analyst with support from Principal	Order Number Talk books to be used for book study, collaboration and planning for best practices during math instruction	Instructional Leadership	5/15/2020	Local (Basic Allotment)	600		
3 LEP	Utilize NWEA Map assessment data to target specific skills/concepts students are struggling with. Use data to form intervention groups.	Groups formed based off of assessment data - after school tutoring/intervention provided during day for students not on grade-level	Teacher(s)	5/15/2020	Title I	2,226		
4 LEP	Goal setting and monitoring by all Springdale Family, incentives for student academic celebrations for math/science	Math Teachers and students will utilize the SMART goal format to develop and monitor math/science goals for each six weeks (\$500). Select and purchase student incentives for reaching academic goals to be used in awards ceremonies (\$750).	Teacher(s)	4/14/2020	Local (Basic Allotment)	1,250		
5 Title I	Analyze and utilize data from various measurements to target math instruction and intervention	Data analyst will assist with analyzing and using data to improve instructional practices during PLCs/data meetings	Instructional Leadership	5/15/2020	Title I	68,202		
6 LEP	Provide family event to showcase math work/student engage with parent on math activity	Students selected to invite parent to math munchie/lunch to engage parent in math activities.	Instructional Leadership	5/15/2020	Title I	613		
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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								

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence: Parent Portal - As of data provided on May 29, 2019 we have 26 parents with a parent portal account. With 540 students, this is less than 5% (4.81). Our target this year will be to double that by winter break
 PBIS - we have only 18 white male students with 2 of those (2/18=11%) with duplicate incident referrals when they only make up 6% of enrollment. Target is to drop this to 5%
 Fitness gram - PE teacher went over the "Healthy Fitness Zone" but did not send home report cards with students this year

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

