

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 187 - Stevens ES, J.T.

Principal: McNeal Johnson, Jessica

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: 94.7
Special Education: 9
Dual Language/ESL: 9.4
Gifted and Talented: 11.1

Career and Technology: 0
Percentage of at-risk students: 65.1
Percentage of English Language (EL) students: 9.4
Percentage of economically disadvantage students: 71.4

2019-2020 Campus Site-Based Committee

Name	Role
Jessica M. Johnson	Principal
Eric Montoya	Additional Representative Appointment
Ann Cryer	Campus Non-Teacher Professional
Daina Roberts	District Level Staff
Kerrie Moore	Teacher
Sara Montanez	Teacher
Lainie Horton	Teacher
Shelley Lambert	Teacher
Becky Quick	Parent
Abby Johnson	Parent
Shantell Phelps	Parent
Sam Giovanni	Business Representative
Candy Channell	Community Representative
Jason Runnels	Community Representative

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Stevens ES, J.T..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 74	79 - Met Standard
Domain 2: School Progress 80	
Domain 3: Closing The Gaps 78	

Campus Distinction Designations

Academic Achievement in Mathematics: 0	Postsecondary Readiness: 0
Academic Achievement in Science: 0	Top 25 Percent: Comparative Closing the Gaps: 1
Academic Achievemet 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	1. 484 students	1. Scholars need direct instruction and support on how to self-regulate, problem-solve, and build effective relationships.	1. Improve student performance for students reading on grade level in grades K-5
	2. Diverse and inclusive student body with general education and the Applied Learning Program	2. Parental support and knowledge on how to increase academic success	2. Maintain positive and active communication with parents to strengthen relationships and improve parental involvement.
	3.	3.	3. Promote a campus culture of positive engagement by supporting and recognizing academic and social growth, community involvement, and cultural learning.
Student Achievement	1. 2018 Performance--Met Standard (79); Comparative Academic Growth and Comparative Closing the Gaps Distinction Designations	1. Accelerate instruction for students reading below grade level in grades Kinder through Grade 5	4.
	2. Lexile Gain for Campus + 96 (as of March 2019)	2.	5.
	3.	3.	
School Culture and Climate	1. Effective systems for parent communication	1. Establish and maintain productive working relationships with colleagues and scholars	
	2. Positive relationships with the community and the parent-teacher organization	2. The necessity of a campus-wide social and emotional training (SEL) and staff development along with an appropriate character building program	
	3.	3.	
Staff Quality/ Professional Development	1. Maintain the use of Restorative Practices and TBRI for student relationships	1. Effective protocol and procedures for effective teacher-led PLCs to drive data-driven decision instruction	
	2.	2. Differentiated professional learning opportunities	
	3.	3. Promote class meetings campus-wide and foster an intervention hour for all learners to intervene, enrich, or extend learning	
Curriculum, Instruction, and Assessment	1. Utilization of itslearning for curriculum and instructional lesson planning	1. Provisions for Instructional Coach/Instructional Support to support teacher for instructional programs and practices (coaching, planning, modeling, mentoring, PLC collaboration, Achieve3000)	
	2. Utilize multiple data points to assess student growth and needs	2. Support the campus-wide Writing Plan through appropriate professional development and planning sessions	
	3.	3.	
Family and Community Involvement	1. Continued partnerships with Kids Hope, PTA, Read2Win	1. Foster volunteer opportunities through parental and community involvement	
	2. Monthly Parent Newsletter; campus highlights posted on social media outlets	2. Parent Liason conduct regularly scheduled parent involvement meetings and/or Coffee Chats with Principal	
	3.	3.	

School Context and Organization

1.	Established procedures for SBDM, CERC, and campus drills	1.	Establish campus-wide systems and expectations for all students and teachers, i.e. hallway, cafeteria, common areas.
2.	Weekly and monthly communication for and with staff	2.	Increased participation and involvement of campus activities by all stakeholders
3.		3.	

Academic Excellence Goals

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

Campus Name: 187 - Stevens ES, J.T.

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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.	70.31	39.06	23.44	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)				23	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	Increase the quality of the teachers' capacity to analyze data and make better data-driven instructional decisions as evidenced by fluid student groups and interventions, and progress monitoring data.	<ul style="list-style-type: none"> Data Analyst will lead bi-weekly (PK-1) and weekly (2-5) PLCs with agendas documented with action steps, persons responsible, and monitoring plan. 2019-2020 Achieve and NWEA Fluency BOY will be administered to identify students who will receive interventions by September 30. Updated tracking systems will be incorporated into each Interim Assessment Cycle. 	Instructional Leadership	5/31/2020	Title I	63,000		
2	Increase the quality of SGGR (small group guided reading) and systems for progress monitoring with special emphasis as evidenced by consistent walkthrough feedback, flexible student groups, and multi-tiered support to increase college and career readiness.	<ul style="list-style-type: none"> Weekly focused SGGR walkthroughs and actionable feedback provided to teachers indicating progress monitoring of student reading levels/6 weeks Lesson plans for SGGR and content areas include an objective, opening/closing activities, pacing, instructional activities (with differentiation), and a formative assessment with an exemplar response Administrators evaluate plans for lesson objective and activities' alignment to standards, scope and sequence, and expected level of rigor 	Principal	5/31/2020				
3	Identify specific targeted support and professional learning to provide throughout the year for teachers as evidenced by instructional strategies and best practices to support reading standards, balanced literacy components, and academic improvement and excellence.	<ul style="list-style-type: none"> Weekly walkthrough feedback trends will serve as a basis to address the campus needs. PLC four week cycle to identify the analysis of student data and student work. Review instructional planning calendar to address demonstrations of learning and mastery of essential knowledge and skills. Travel for teachers, instructional leadership, or administration to attend professional development opportunities and redeliver the information to staff to increase student outcomes 	Instructional Leadership	5/31/2020	Title I	3,000		

4	Identify specific targeted support and professional learning to provide throughout the year for teachers as evidenced by instructional strategies and best practices to support reading standards, balanced literacy components, and academic improvement and excellence.	<ul style="list-style-type: none"> • Travel for teachers, instructional leadership, or administration to attend professional development opportunities and redeliver the information to staff to increase student outcomes 	Principal	6/1/2019	Local (Basic Allotment)	3,000	On Target
5	Increase the quality of SGGR (small group guided reading) and systems for progress monitoring with special emphasis as evidenced by consistent walkthrough feedback, flexible student groups, and multi-tiered support to increase college and career readiness.	<ul style="list-style-type: none"> • Weekly focused SGGR walkthroughs and actionable feedback provided to teachers indicating progress monitoring of student reading levels/6 weeks • Lesson plans for SGGR and content areas include an objective, opening/closing activities, pacing, instructional activities (with differentiation), and a formative assessment with an exemplar response • Administrators evaluate plans for lesson objective and activities' alignment to standards, scope and sequence, and expected level of rigor 	Principal	6/1/2019	Local (Basic Allotment)	5,000	On Target
6	Identify specific targeted support and professional learning to provide throughout the year for teachers as evidenced by instructional strategies and best practices to support reading standards, balanced literacy components, and academic improvement and excellence.	<ul style="list-style-type: none"> • PLC four week cycle to identify the analysis of student data and student work. • Review instructional planning calendar to address demonstrations of learning and mastery of essential knowledge and skills. 	Instructional Leadership	6/1/2019	Local (Basic Allotment)	3,750	On Target
7	Increase the quality of the teachers' capacity to analyze data and make better data-driven instructional decisions as evidenced by fluid student groups and interventions, and progress monitoring data.	<ul style="list-style-type: none"> • Updated tracking systems will be incorporated into each Interim Assessment Cycle. 	Instructional Leadership	6/1/2019	Local (Basic Allotment)	3,500	On Target
8	Increase the quality of SGGR (small group guided reading) and systems for progress monitoring with special emphasis as evidenced by consistent walkthrough feedback, flexible student groups, and multi-tiered support to increase college and career readiness.	<ul style="list-style-type: none"> • Administrators evaluate plans for lesson objective and activities' alignment to standards, scope and sequence, and expected level of rigor 	Instructional Leadership	6/1/2019	Special Education	3,314	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: 187 - Stevens ES, J.T.

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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	28	33	EOY
	By June 2020, students tested in STAAR Mathematics will increase 5% points in the reporting categories approaches, meets, and masters grade level as mea	28	33	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	Instruction will be strengthened by utilizing instructional frameworks based on current best practices aligned with curriculum, benchmark assessments, and addressing the needs of all student populations as evidenced by student progress data.	<ul style="list-style-type: none"> Implement a process to ensure instructional rigor through planning for targeted, standards-driven instruction and intervention Create, implement, and monitor a process that identifies professional development needs for teachers in mathematics and ELAR Student data will be regularly analyzed for targeted instruction 	Instructional Leadership	5/31/2020	Title I	4,200		
2	Title I Student performance will increase as evidenced by teachers' better understanding of student learning growth goals through the monitoring cycle of MOY and EOY.	<ul style="list-style-type: none"> Implementation of professional learning indicative of BOY, MOY and EOY SLO goal-setting conferences Monthly walkthrough feedback provided to teachers based on SLO goals. 	Principal	5/31/2020	Title I	3,413		
3	Provide campus supplies and materials as evidenced by enhancing the learning environment through recognizing academic progress, increased growth goals, and positive student improvement.	<ul style="list-style-type: none"> Implement the use of instructional supplies and aides to enhance instruction and student engagement Technology will be acquired, installed, and maintained in order to implement effective instruction. 	Principal	5/31/2020	Title I	11,077		
4	Provide campus supplies and materials as evidenced by enhancing the learning environment through recognizing academic progress, increased growth goals, and positive student improvement.	<ul style="list-style-type: none"> Implement the use of instructional supplies and aides to enhance instruction and student engagement 	Instructional Leadership	6/1/2019	Local (Basic Allotment)	6,500	On Target	
5	Provide campus supplies and materials as evidenced by enhancing the learning environment through recognizing academic progress, increased growth goals, and positive student improvement.	<ul style="list-style-type: none"> Technology will be acquired, installed, and maintained in order to implement effective instruction. 	Instructional Leadership	6/1/2019	Local (Basic Allotment)	3,045	Not Started	
6	Instruction will be strengthened by utilizing instructional frameworks based on current best practices aligned with curriculum, benchmark assessments, and addressing the needs of all student populations as evidenced by student progress data.	<ul style="list-style-type: none"> Student data will be regularly analyzed for targeted instruction 	Instructional Leadership	6/1/2019	Bilingual	240	On Target	

7	Instruction will be strengthened by utilizing instructional frameworks based on current best practices aligned with curriculum, benchmark assessments, and addressing the needs of all student populations as evidenced by student progress data.	• Student data will be regularly analyzed for targeted instruction	Instructional Leadership	6/1/2019	Gifted & Talented	468	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:

Learning Environment Goals

Fort Worth Independent School District 2019-2020 Learning Environment Goals Action Plan

Campus Name: 187 - Stevens ES, J.T.

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Parent organization membership will increase as measured by the School Profile from	25	100	April 2020
	PBIS - Disproportionate 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	12	5	May 2020
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	100	100	May 2020

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	Increase the capacity for parental involvement and volunteer opportunities.	<ul style="list-style-type: none"> Increase PTA membership through membership drives Monthly publicize volunteer opportunities in the campus newsletter & social media Monthly teachers connect with conferences and home visits as needed. Parental involvement in Family Science Night on campus by Fort Worth Museum of Science and History, secure purchase order to hold the event; purchase necessary supplies, material, and snacks to support parental involvement 		6/1/2019	Title I	2,754		
2	Revision of PBIS plan that focuses on student social-emotional health, learning, and positive culture building.	<ul style="list-style-type: none"> Creation and refinement of mission, vision, and values include the authentic and collaborative involvement and investment of administrator and staff (8/2019) Monthly PBIS data collection and information dissemination to faculty, staff, and parents Establish a reward and recognition program for increased attendance (students and teachers) and overall positive behavior Recognition program for monthly JTS Character of the Month 	Instructional Leadership	6/1/2019	SCE	2,568	On Target	
3	Campus Wellness Coordinator will ensure that all students are assessed and parents receive reports after the assessment.	<ul style="list-style-type: none"> CWC will monitor the progress of all students assessed. Monthly publicize volunteer opportunities and student involvement in the campus newsletter. Monthly teachers connect with parents through family nights, teacher conferences, and home visits as needed. 						
4	Revision of PBIS plan that focuses on student social-emotional health, learning, and positive culture building.	<ul style="list-style-type: none"> Establish a reward and recognition program for increased attendance (students and teachers) and overall positive behavior Recognition program for monthly JTS Character of the Month 	Instructional Leadership	6/1/2019	Local (Basic Allotment)	4,000	On Target	

5		• Monthly teachers connect with parents through family nights, teacher conferences, and home visits as needed.						
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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:

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Principal Evidence:

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Leadership Feedback:

