

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 208 - Sims ES, T.A.

Principal: Harper, Andrea

Executive Director: Sonja Starr-Malone

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: 95.4
Special Education: 10
Dual Language/ESL: 62
Gifted and Talented: 6.5

Career and Technology: 0
Percentage of at-risk students: 90.9
Percentage of English Language (EL) students: 63.9
Percentage of economically disadvantage students: 90.7

2019-2020 Campus Site-Based Committee

Name	Role
Andrea Harper	Principal
Alice Emmert	Teacher
Carlos Paz	Teacher
Irene Rodriguez	Teacher
Lisa Dews	Teacher
Lorena Santillanes	Parent
Sandra Ramirez	Parent
Maricela Ramirez	Parent
Jasmine Posada	Business Representative
Shelby Stevenson	Business Representative
Roy Lee Taylor	Community Representative
Gay Ingram	Community Representative
Rose Moreno	District Level Staff
Olga Bernal	Campus Non-Teacher Professional
Sally McWhorter	District Employee Relations Council Representative
Angelica Castaneda	Additional Representative Appointment
Delain Sandifer	Additional Representative Appointment

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Sims ES, T.A..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 56	81 - Met Standard
Domain 2: School Progress 85	
Domain 3: Closing The Gaps 72	

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 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
- 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. Enrollment of 656 students with DL and RP classes offered PK-5th Grade	1. PK-1st Grade attendance rate	1. Build teacher capacity to meet the diverse needs of students in an effort to reduce discipline referrals.
	2.	2. 98% Economic Disadvantaged student population	2. Increase parental engagement and awareness of the importance of daily on time attendance to impact student achievement
	3.	3.	3.
	4. DL and RP classes offered PK-5th Grade	4. PK-1st Grade attendance rate	4.
	5.	5. 98% Economic Disadvantaged student population	5.
	6.	6.	6. Consistent utilization of campus data and differentiated professional learning opportunities to align best practices and improve instruction.
	7.	7.	7. Overall student achievement (Domain I of STAAR) and Literacy Levels need improvement
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Student Achievement	1.	Percentage of Meets & Masters increased for Reading, Math, and Science STAAR	1.	Literacy Levels are below grade level campus wide
	2.	Met standard for Domain II student progress and Domain III English Language Proficiency	2.	Close the gap for student achievement for African-American students & SPED students in comparison to the Hispanic student and Economically disadvantaged student population.
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	4.	Distinction earned for Domain II Academic Growth on STAAR	4.	
	5.	Met Standard for Domain III Closing the Gaps	5.	
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School Culture and Climate	1.	PBIS that recognizes students and staff accomplishments	1.	Students with persistent misbehavior
	2.	Staff attendance is 96%	2.	Employee wellness, self-care, and cohesiveness of staff
	3.	Suspension rate is low	3.	
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**Staff Quality/
Professional
Development**

1.	Individualized coaching and feedback provided to all teachers	1.	Teacher initiated and led PLCs that focus on data driven instruction and research based instructional practices
2.	PLC opportunities for teachers to collaborate and share best practices are built into the master schedule	2.	
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**Curriculum,
Instruction, and
Assessment**

1.	Dedicated time for teachers to collaborate as a PLC to study best practices, plan instruction, and analyze student work.	1.	Meet District expectations for Achieve 3000 of 2 lessons per week and 75% first try score
2.	Grade-level and individual data meetings to develop targeted interventions.	2.	Campus wide data tracking protocol to progress monitor mastery of TEKS and Literacy Levels
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**Family and
Community
Involvement**

1.	AVANCE and PAT classes conducted weekly	1.	Parent workshops led by teachers preview curriculum and provide tools to support their child academically
2.	Business & community partnership with Fort Worth Children's Partnership that provides additional resources to meet the needs of our school community.	2.	Monthly communication to parents of school events and activities
3.	Community Partnership with First United Methodist Church to provide mentors to students 2nd-5th Grade.	3.	
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School Context and Organization

1.	Diverse after school programming and extra-curricular activities provided for students	1.	Documented interventions need to be monitored before, during, and after a child is officially in the RTI process or identified for SPED services
2.	Increased access to technology to promote student engagement and achievement	2.	
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Academic Excellence Goals

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

Campus Name: 208 - Sims ES, T.A.

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Executive Director: Sonja Starr-Malone

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.	59.48	24.14	10.34	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)				65	

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	Utilize instructional coaches to improve teacher practice. As a result combined Eng/Span 3rd Grade Reading will increase from 27% to 45% and 65% of grades K-2 reading on/above grade level.	Tier teachers and assign them to an instructional coach so that each teacher receives support weekly using the coaching feedback cycle for continuous improvement.	Instructional Leadership	5/29/2020	FWCP	55,000		
2 Title I	Title I Teacher Assistants utilized to provide small group reading intervention for Tier 2 students in 1st and 2nd Grade to ensure students are on/above grade level by EOY	Train TAs on LLI & Neuhaus interventions Assign Tier 2 students for intervention to Assistant Provide small group reading intervention daily Conduct and submit data for running records bi-weekly to measure student progress	Other	5/29/2020	Title I	34,220		
3 Title I	Data Analyst plans and facilitates individual Teacher/Grade Level Data Meetings	Data Analyst in collaboration with Teachers analyze weak SEs; review student work and plan corrective instruction (utilize technology such as All In Learning Weekly Tracker with class avg and individual student progress, materials and supplies for monitoring of student data; subs used to meet with teachers individually)	Other	5/29/2020	Title I	73,420		
4 Title I	Utilize research based resources including instructional materials and instructional coaches to improve student achievement for grades PK-5	Routine walkthroughs and teacher feedback provided daily to ensure quality instruction is provided and effective materials/resources are being utilized that align curriculum, instruction, and assessment.	Instructional Leadership	5/29/2020	Title I	20,000		
5 Title I	Computer Lab Teacher Assitant to help facilitate daily interventions utilizing technology for students to improve Literacy.	Achieve 3000 to provide targeted intervention, track student lexile growth by student and class (include technology for student use such as computers, laptops, and ipads)	Teacher(s)	5/29/2020	Title I	29,395		
6 LEP	General supplies for teachers to differentiate, remediate, and accelerate student learning	Purchase supplies for quality instruction and intervention to improve Literacy levels.	Teacher(s)	12/13/2019	Local (Basic Allotment)	30,000		
7 LEP	Technology to support teaching and learning	Purchase additional chromebooks or ipads to increase the student to device ratio which will allow more time for students to complete Reading lessons in both English & Spanish	Teacher(s)	12/13/2019	Bilingual	2,293		
8 LEP	Other reading materials to support teaching and learning that improve student performance for state testing	Purchase and utilize STAAR formatted materials to increase student achievement	Teacher(s)	12/13/2019	Local (Basic Allotment)	4,500		

9	Title I	Extend learning time for students to master grade level TEKS and increase Meets category performance on STAAR Math Test.	Saturday school and after school tutorials to improve Literacy levels. Designate teachers with proven success to provide after school tutorials. Teachers will submit instructional plan for tutorials. Attendance and data trackers will be maintained to monitor student success. Admin will provide feedback to teachers on tutorial instruction.	Teacher(s)	5/29/2020	SCE	6,996		
10	SPED	Increase teacher effectiveness, content knowledge, and ability to support students in achieving expectations for Reading through grade level and vertical PLCs that include SPED and GenEd teachers	Develop professional learning calendar. Conduct PLCs weekly that include deepening knowledge of state standards, planning lessons that align with the rigor of the standards and follow the scope/sequence of the curriculum, analyzing student work, and sharing best practices to improve student achievement	Instructional Leadership	5/22/2020	Special Education	4,308		
11	Title I	Teacher Assistants utilized to provide small group reading intervention for Tier 2 students in Kinder to ensure students are on/above grade level by EOY	Train TAs on LLI & Soluciones Assign Tier 2 students for intervention to Assistant Provide small group reading intervention daily Conduct and submit data for running records bi-weekly to measure student progress	Other	5/29/2020	FWCP	34,220		
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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:

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14								
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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: 208 - Sims ES, T.A.

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from	2	4	05/28/2020
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	29	11	05/28/2020
	Health Related Elementary - (Target 75%) Percentage of the 30 health lessons Grades K-5 the school health teacher delivers will increase from	75	100	05/28/2020

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	Provide support and training for parents to increase student academic performance.	Identify Teacher Leaders to lead parent classes to increase academic support at home once/6weeks.	Teacher(s)	9/3/2019	Title I	3,500		
2 Title I	PBIS plan implemented that utilizes schoolwide common area expectations, proactive classroom management and restorative practices to improve student conduct and address social emotional needs of students. Incentives for students, their families, and staff provided for positive behavior with reward to redeem bucks for a prize from the school store.	Restorative practice walks with RP specialist, posted expectations, bulldog bucks distributed to all staff. Bulldog store is open every Friday to redeem bucks for prize.	Teacher(s)	8/19/2019	Title I	10,000		
3 Title I	Supplies, equipment, and materials to communicate and host wellness events with school community and encourage students, their families, and staff participation.	Conduct 1 wellness activity/event every six weeks	Teacher(s)	9/9/2019	Local (Basic Allotment)	1,000		
4 Title I	Improve student attendance rate from 95.1% to 97%	Attendance pep rally presentation, announce classes daily perfect attendance, post rewards and pictures of attendance winners each six weeks. Work with Stay In School Coordinator and campus based attendance team to reduce chronic absences.	External Stakeholder	8/19/2019	FWCP	2,000		
5 Title I	Training and supplies for student support staff to provide guidance/social skills lessons and supports to meet the diverse needs of students that will reduce the overall number of discipline incidents reported to Focus	Develop an extended learning time schedule that ensures all classes are receiving guidance lessons weekly. Order supplies to teach and reinforce guidance lessons	Student Support Services	12/13/2019	Local (Basic Allotment)	1,500		
6 Title I	Continue partnership with established parent organizations such as AVANCE & Concilio	Increase parenting skills, parent involvement in school and community, and parent education classes to improve attendance, early childhood education, and school community relationships.	External Stakeholder	5/29/2020	FWCP	60,000		

7	Title I	Utilize campus based Social Worker to provide support for students that are identified as at-risk provide resources for their families	Establish caseload of 90 students being served by MOY. Provide small group support to improve social skills and study habits Provide community resource information monthly or as it becomes available Monitor attendance and academics for students on caseload twice/6weeks	External Stakeholder	5/29/2020	FWCP	35,000		
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BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

208 - Sims ES, T.A.

→ Budget Allotment Summary →	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL Allotment
	\$ 41,690.00	\$ 6,996.00	-	\$ 2,293.00	\$ 353.00	\$ 4,308.00	\$ 201,764.50	\$ 257,404.50

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Budget Summary

Principal: Harper, Andrea

Executive Director: Sonja Starr-Malone

Summary by Fund Source

Fund Source →	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CIP
Academic Excellence Goals	\$ 34,500.00	\$ 6,996.00	-	\$ 2,293.00	-	\$ 4,308.00	\$ 157,035.00	\$ 205,132.00
Mission	\$ 4,690.00	-	-	-	\$ 353.00	-	\$ 30,383.00	\$ 35,426.00
Learning Environment Goals	\$ 2,500.00	-	-	-	-	-	\$ 13,500.00	\$ 16,000.00
Total Allocated	\$ 41,690.00	\$ 6,996.00	-	\$ 2,293.00	\$ 353.00	\$ 4,308.00	\$ 200,918.00	\$ 256,558.00
Percent Budgeted	100%	100%	0%	100%	100%	100%	100%	100%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	School Improvement	Other	Total
	Amount	-	-	-	-	\$ 241,220.00	-	-	\$ 241,220.00