

**Fort Worth Independent School District**  
**208 T.A. Sims Elementary School**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

The mission of T. A. Sims Elementary School is to encourage, educate, and empower each child by providing positive learning experiences that result in student success.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

T.A. Sims Elementary School is a Title I school located in south east Fort Worth with a student population of 98% Economically Disadvantaged, 64% ELL,

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The attendance rate has significantly declined over the past three years. Attendance in 2018-2019 was 95.10%, in 2019-2020 the attendance rate was 94.84% and is to date is at 91.29% for the 2020-2021 school year. **Root Cause:** Attendance goals are too broad, aren't monitored routinely, incentives are inconsistent , and attendance trackers aren't visible throughout the school to foster student ownership and goal setting.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- District goals
- Campus goals

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data

# Goals





**Goal 1: Early Literacy**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 58.8% to 73% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 72.7% to 80% by May 2022.

Increase the percentage of Economically Disadvantaged students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 56.3% to 71% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop the capacity of Regular Program PreK teachers by ensuring they are trained in and effectively utilizing the FWISD literacy framework and the new "Teaching Strategies Creative Curriculum" PK curriculum.</p> <p><b>Funding Sources:</b> Supplies and materials - SCE (199 PIC 24) - 199-11-6399-001-208-24-313-000000- - \$5,784, Data Analyst - Title I (211) - 211-13-6119-04E-208-30-510-000000-22F10 - \$80,456</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1: Early Literacy**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**Performance Objective 2:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 26.4% to 41% by May 2022.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 21.1% to 36% by May 2022.

Increase the percentage of Special Education students testing in English or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 11.1% to 26% by May 2022.



**Goal 1: Early Literacy**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**Performance Objective 3:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 30.6% to 45% by May 2022.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 28.8% to 44% by May 2022.

Increase the percentage of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 27% to 42% by May 2022.





**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math from 47% to 67% by May 2022.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 46% to 66% by May 2022.

**Evaluation Data Sources:** CLI

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pre-K Math teachers will participate in PLC meetings using the Data Driven Instruction structure to analyze student work/formative assessments, identify instructional gaps and inform planning and implementation of Tier 1 instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective PLCs using the DDI structure for all Pre-K math teachers will inform targeted Tier 1 instruction and progress monitoring to the depth and complexity of the Pre-K guidelines.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Inst. Coach, Data Analyst, and Admin.</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**Performance Objective 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 29% to 65% by May 2022.

Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 27% to 60% by May 2022.

**Evaluation Data Sources:** TX-KEA, CLI





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pre-K Teachers will provide differentiated instruction including but not limited to targeted small group math lessons, based on formative assessment of daily Tier 1 instruction and CLI assessment data.</p> <p><b>Strategy's Expected Result/Impact:</b> All Pre-K teachers will routinely analyze CLI and daily formative assessment data to identify student gaps in learning and adjust instruction providing all students with scaffolds for successful learning.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Instructional Coach, Data Analyst, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 40% to 60% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 29% to 45% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop capacity of all K-5th Math Teachers mathematical understanding and instructional delivery through PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> All K-5th Math Teachers will develop Standard-Based Planning Calendars and K-5th grade students' conceptual understanding of grade level TEKS will enhance MAP Growth scores by a 15-20%</p> <p><b>Staff Responsible for Monitoring:</b> Teacher, Data Analyst, Admin</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 21% to 46% by May 2022.

Increase the percentage of English Language Learner students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 21.2% to 30% by May 2022.

**Evaluation Data Sources:** Campus Assessments, District Benchmarks, STAAR





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers will deliver effective Tier 1 Reading lessons that use the FWISD Instructional Framework that provides a gradual release of responsibility from teacher to student. Reading lessons will be aligned with the depth and complexity of the TEKS, integrate Writing, check for understanding using formative assessments, and demonstrate mastery of student learning utilizing exit tickets daily with data gathered using All In Learning and/or other methods for data collection.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading lessons will be taught daily at the expected level of rigor of the TEKS improving student comprehension and increasing the percentage of students at Meets or above on the Reading STAAR by 25%.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Data Analyst, and Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> TA III Computer Lab Assistant - Title I (211) - 211-11-6129-04U-208-30-510-000000-22F10 - \$32,506</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 13% to 40% by May 2022. Increase the percentage of English Language Learner students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 8% to 34% by May 2022.

**Evaluation Data Sources:** Campus Assessments, District Benchmarks, STAAR

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop the capacity of K-5th grade Math teachers by ensuring their conceptual knowledge of grade level TEKS. Teachers will apply the Concrete-Representational-Abstract (CRA) model of mathematical understanding ensuring concepts are taught using using manipulatives, visuals, and math journals. Teachers will develop a grade level scope and sequence (Standard-Based Planning Calendar) to plan for progression of learning.</p> <p><b>Strategy's Expected Result/Impact:</b> 3rd-5th grade students' conceptual understanding of grade level TEKS will increase the percentage of students at Meets or above on Math STAAR to 40% by May 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Instructional Coaches, Data Analyst, and Campus Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4: Learning Environment (based on the BOE constraints)**


Ensure all students have access to a safe, supportive and culturally responsive learning environment.


**Performance Objective 1:** Decrease the number and percentage of students who are chronically absent from 30.9% to 15% by May 2022.


Decrease the number and percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 61.7% to 30% by May 2022.


**Evaluation Data Sources:** FWISD Focus Attendance Reports  
FWCP Attendance Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attendance Success Team will meet twice per six weeks to monitor and improve attendance for chronically absent students with a specific focus on African-American students by assigning students to attendance team members that will partner with the parents to identify needs &amp; secure support, provide incentives, post attendance trackers that are visible throughout the school to foster staff &amp; student ownership of achieving the goal.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance data will demonstrate a decrease of 15% among chronically absent students and a 30% decrease of chronic absences for African-American students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Counselor, Attendance Clerk, Case Manager, and Social Worker</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Nov	Jan	Mar	June

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue





**Goal 4: Learning Environment (based on the BOE constraints)**

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 2:** Increase positive response by students to the learning environment on the Panorama SEL Survey from 69.9% to 75% by May 2022.

Increase positive response by Special Education students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 59% to 70% by May 2022.

**Evaluation Data Sources:** Panorama Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Restorative Practices and utilize Communities in Schools Case Manager and Social Worker to provide more inclusive support that meets the socio-emotional needs of students and their families.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase of 5% of all students and 11% of SE students will be indicated as positive responses on the learning environment for the Panorama SEL Survey.</p> <p><b>Staff Responsible for Monitoring:</b> Social Worker, Case Manager, and Counselor</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> CIS Social Worker - Title I (211) - 211-32-6299-04E-208-30-510-000000-22F10 - \$10,000, Supplies and Materials - Title I (211) - 211-11-6399-04E-208-30-510-000000-22F10 - \$55,598</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				







**Goal 4:** Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 3:** Decrease the number of discretionary referrals for Male students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 1% to .7% by May 2022  
(number to reflect amount of SOC that are asked to leave the classroom due to disciplinary reasons)

**Evaluation Data Sources:** Focus Discipline Referral Reports  
ADQ Discipline Details Cycle Reports





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop and implement a school-wide Positive Behavior Discipline Plan that has explicit behavioral expectations and management systems with rewards and consequences, including restorative practices. Consistently implement the PBIS plan and data tracking system with fidelity.</p> <p><b>Strategy's Expected Result/Impact:</b> Discipline reports will indicate a reduction in the the number discretionary referrals from 7 to 5 given to Male students.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Counselor, Social Worker, and Case Manager</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 4:** Increase the positive perception of parents on Engagement on the district's Parent Survey from 82% to 85% by May 2022.

**Evaluation Data Sources:** District Parent Survey and Campus Parent Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase parent participation and positive perception of the campus by coordinating a Back to School event, sending home a needs survey, providing resources, signing parents up for the parent portal, and assisting parents with registration of children in school.</p> <p><b>Strategy's Expected Result/Impact:</b> The number of parents who fill out the survey will increase from 14 to 70 and respond with a 85% positive perception on Engagement in the District Parent Survey.</p> <p><b>Staff Responsible for Monitoring:</b> Family Engagement Specialist, Social Worker, and Case Manager</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Family Engagement - Title I (211) - 211-61-6399-04L-208-30-510-000000-22F10 - \$3,124</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Darnell Giddings	TA III CAI		
Natalie Davis	ASSESS DATA ANALYST		

# Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Data Analyst	Data Analyst	211-13-6119-04E-208-30-510-000000-22F10	\$80,456.00
3	1	1	TA III Computer Lab Assistant	Computer Lab Assistant	211-11-6129-04U-208-30-510-000000-22F10	\$32,506.00
4	2	1	CIS Social Worker	Contracted student support services	211-32-6299-04E-208-30-510-000000-22F10	\$10,000.00
4	2	1	Supplies and Materials	Supplies and materials for instructional use	211-11-6399-04E-208-30-510-000000-22F10	\$55,598.00
4	4	1	Family Engagement	Supplies and materials for parental involvement	211-61-6399-04L-208-30-510-000000-22F10	\$3,124.00
<b>Sub-Total</b>						\$181,684.00
<b>Budgeted Fund Source Amount</b>						\$181,684.00
<b>+/- Difference</b>						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1	Supplies and materials	Supplies and materials for instructional use	199-11-6399-001-208-24-313-000000-	\$5,784.00
<b>Sub-Total</b>						\$5,784.00
<b>Budgeted Fund Source Amount</b>						\$5,784.00
<b>+/- Difference</b>						\$0.00
<b>Grand Total</b>						\$187,468.00