

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Monica Garrett

Campus Name: 042 - Daggett MS, E.M.

Executive Director: Jill Balzer

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 2021.

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 2021.

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 2021.

School Profile

Student Enrollment by Program

Attendance Rate: 63.64

Special Education: 12.6

Dual Language/ESL: 35.9

Gifted and Talented: 16.5

Career and Technology: 33

Percentage of at-risk students: 74.1

Percentage of English Language (EL) students: 36.9

Percentage of economically disadvantage students: 93.2

2020-2021 Campus Site-Based Committee

Name	Role
Monica Garrett	Principal
Tyretha Smith	Campus Non-Teacher Professional
Valerie Kitchens	Teacher
Tiffany Martinez	Parent
Sandra Medina	Business Representative
Sandra Medina	Community Representative
Tamara Gully	District Level Staff
Stephanie Berry	Additional Representative Appointment
Jasma Hayes	District Employee Relations Council Representative
Valerie Kitchens	Teacher
Johnny Muhammed	Parent
Cheerie Hansard	Other
Ed Harris	Teacher
L. Mayo	Teacher

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Daggett MS, E.M.. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2021-2022, 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 67	76 - C
Domain 2: School Progress 79	
Domain 3: Closing The Gaps 70	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

Campus Assurances and Certification for the 2020-2021 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 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
Demographics	<ol style="list-style-type: none"> Racially diverse campus. H-62%, AA-24%, W-10%, Two or more-3% Other-1% 22 different cultures represented on the campus. Supportive of students who are transitional students through our campus New Comer Program. 	<ol style="list-style-type: none"> Increase the number of longterm ELLs that meet the criteria for reclassification to non-lep status. DMS total longterm ELLS= 94 goal decrease by %10= 85 students). Social-emotional supports and community resources. Culturally relevant teaching practices that meet the needs of diverse learners. Increase teacher knowledge/proficiency to assist special populations (SPED, NCP, ELLS & High Risk sub pops). 	<ol style="list-style-type: none"> All student make 1 year growth in Math and ELA as measured by STAAR assessments. Improve Tier 1 Instruction Decrease the disproportionate rate of exclusionary discipline of African American students. Retain high quality teachers
Student Achievement	<ol style="list-style-type: none"> End of Course STAAR exam subjects are in the the 2nd tier in comparison groups per TEA. Students in Domain 2-School Progress & Relative Performance received a 79. Overall campus STAAR performance was 76. 	<ol style="list-style-type: none"> Focus interventions to specifically address the needs of subgroups (SPED, LEP, ED, At-Risk). Increase growth of all students in math and ELA insuring students are making a years growth in Domain 2 moving from a 79%-85%. Monitor student growth through MAP for ELA & Math to determine progress towards the campus goal. 	
School Culture and Climate	<ol style="list-style-type: none"> Positive relationships among students and staff. Students take pride in their school. Teachers are supportive of one another emotionally and through cultivating best teaching practices. Retaining 95% of the campus teachers which helps foster a stronger campus culture. 	<ol style="list-style-type: none"> Train teachers on how build safe spaces and inclusivity for students which will increase the percentage of students who report feeling safe at school. Teachers balancing high expectations for students while showing empathy for the students social and emotional well being. Provide more opportunities for Team Building & Healthy, Holistic Lifestyles among the staff. 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> Teachers participate and have access to high quality campus and district professional development. Retaining 90% of the campus teachers helps maintain a strong PLC which supports teacher growth and development. Leadership team has a strong content specific background knowledge to support pedagogical and content best practices. 	<ol style="list-style-type: none"> Teachers using PLC time to understand ELPS as well as alignment in their own content areas to ensure high quality instruction. Training for Teachers/Administrative staff on Effective Instruction, Vocabulary Instruction, Highly Effective Questioning Strategies. Provide training and Learning walk opportunities for new teachers. 	

Curriculum, Instruction, and Assessment	1.	Increased level of curriculum alignment between the standard, learning objectives, activities and assessments.	1.	Increase opportunities to reduce the gap between ECD, ELL, SE, and all student performance on campus, district and state assessments.
	2.	The use of daily MOLS which is used to guide the future lessons.	2.	Increase vocabulary development, Reading comprehension, writing and fluency consistently across all grade levels.
	3.	Students have the opportunity to engage in advanced classes, not under the POC umbrella, that accelerates identified students.	3.	Use MAPS to measure student growth through out the year to determine if we are on track to meet our campus goal of at least one year of growth and inform scaffolding needs for acceleration within Math and ELA content areas.
Family and Community Involvement	1.	Strong parent Liaison.	1.	Improve parent involvement of underrepresented groups
	2.	Established partnerships with Blue Zones and becoming the 1st middle school that has a school community food pantry.	2.	To establish community partnerships that will address both students and staff Social & Emotional well being.
	3.	Provide monthly opportunities for parents to engage and receive resources for students.	3.	Increase the number of parent volunteers, especially among our "At Risk" population.
School Context and Organization	1.	Professional Learning Communities meet daily during the school day to .	1.	Limited number of fines arts classes for students to choose from
	2.	Instructional leadership participates in decision making process to build teacher efficacy to support teaching and learning.	2.	Increase awareness to all staff of campus goals and expectations with all goals aligned to the campus which are aligned to the district.
	3.		3.	Additional opportunities to collaborate with grade level peers across the district.

Academic Excellence Goals

Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 042 - Daggett MS, E.M.

Principal: Monica Garrett

Executive Director: Jill Balzer

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	LITERACY: Percent of students in reading on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	--	--	--	10	
	MATH: Percent of students in math on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline)	127.73	57.92	22.89	10	
	Writing- To increase the percentage of the Sub student population meeting state standard in WRITING STAAR.	44	23	7	10	EOY
	Student Achievement: Provide consistent quality instruction for all students, resulting improved student achievement.	63	33	12	10	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	Writing- To increase the percentage of the following student population meeting state standard in WRITING STAAR: All students from 44% to 54% , ELL students from 48% to 55% SE students from 14% to 25%.	Campus: Promote highly effective instruction through the use of the district curriculum.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	6/4/2021	Title I	500		
2	Writing- To increase the percentage of the following student population meeting state standard in WRITING STAAR: All students from 44% to 54% , ELL students from 48% to 55% SE students from 14% to 25%.	Leadership team engage in professional development that allows them to stay abreast of best practices (registration, lodging).	Principal,Assistant Principal,Instructional Leadership	4/11/2020	Title I	4,000		
3	Title I By the year 2021, 85% of the students will reach high standards, at a minimum attaining proficiency or better in all state assessments.	Higher and retain a high quality Data Analyst who will be able to provide on going data that will increase the staffs level of knowledge regarding our progress towards our STAAR goals.	Principal,Assistant Principal	9/1/2020	Title I	79,000		
4	Title I By the year 2021, 85% of the students will reach high standards, at a minimum attaining proficiency or better in all state assessments.	(1) ESL Progress Monitoring Spreadsheets (2) Small group instruction (pullout) (3) TELPAS Results/State Assessments (4) Progress Notices/Report Cards stamps (5) Transportation (5) Tutorials	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	6/4/2021	Local (Basic Allotment)	3,000		
5	Title I By the year 2021, 85% of the students will reach high standards, at a minimum attaining proficiency or better in all state assessments.	Subs for teachers to analyze data. Push into classrooms.	Principal,Instructional Leadership,Teacher(s)	6/11/2020	Special Education	350		
6	Title I By the year 2021, 85% of the students will reach high standards, at a minimum attaining proficiency or better in all state assessments.	Material for classroom instruction.	Principal,Teacher(s)	6/11/2020	Local (Basic Allotment)	7,327		
7	Title I By the year 2021, 85% of the students will reach high standards, at a minimum attaining proficiency or better in all state assessments.	Instructional Software for ELA.	Teacher(s)	1/31/2021	Title I	5,000		

8	%96 of the campus teachers provide consistent quality instruction for all students, resulting improved student achievement	Maximize questioning strategies to increase rigor and participation through the use of Questioning stems and assessment.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Data Analyst	5/31/2021	Title I	800		
9	%96 of the campus teachers provide consistent quality instruction for all students, resulting improved student achievement	Open house for families and students who fall into our Special Population.	Principal,Instructional Leadership,Teacher(s)	6/4/2020	Special Education	600		
10	85% of students in reading on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline).	Teachers will engage in pull outs to look at data. PD to enhance best teaching practices in the class. AVID training and institute. Teachers will bring student samples that focus on writing to PLC meetings once a month,	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	6/1/2021	Title I	3,400		%90 teachers will engage in PD to integrate small group instructional strategies and targeted interventions that address our LEP students. Our staff will focus on RACE which is a school wide writing strategy to increase increase writing across the campus.
11	85% of students in reading on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline).	Provide Instructional Team with technology that will allow immediate and instructional feedback that aligns to campus goals.	Teacher(s)	6/4/2020	SCE	3,789		%90 teachers will engage in PD to integrate small group instructional strategies and targeted interventions that address our LEP students. Our staff will focus on RACE which is a school wide writing strategy to increase increase writing across the campus.
12	85% of students in reading on or above grade level as measured by NWEA MAP Growth will increase from beginning-of-year to end-of-year (baseline).	Purchase intervention resources and supplies to help close the gaps of the students who are in our bilingual program.	Teacher(s)	9/11/2020	Bilingual	240		%90 teachers will engage in PD to integrate small group instructional strategies and targeted interventions that address our LEP students. Our staff will focus on RACE which is a school wide writing strategy to increase increase writing across the campus.
13	AVID training and institute. Teachers will bring student samples that focus on writing to PLC meetings once a mont using the school wide Reading & Writing strategy to increase writing scores campus wide by %10.	%90 teachers will engage in PD to integrate small group instructional strategies and targeted interventions that address our LEP students. Our staff will focus on RACE which is a school wide writing strategy to increase writing across the campus.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	6/4/2021	Title I	1,877		
14	AVID training and institute. Teachers will bring student samples that focus on writing to PLC meetings once a mont using the school wide Reading & Writing strategy to increase writing scores campus wide by %10.	Team of teachers to attend AVID institute to engage in professional learning that supports the campus wide AVID system.	Teacher(s)	6/18/2020	Title I	5,377		

15		AVID training and institute. Teachers will bring student samples that focus on writing to PLC meetings once a month using the school wide Reading & Writing strategy to increase writing scores campus wide by %10.	Material for students participating in Stem.	Teacher(s)	6/4/2020	Gifted & Talented	515		
16		AVID training and institute. Teachers will bring student samples that focus on writing to PLC meetings once a month using the school wide Reading & Writing strategy to increase writing scores campus wide by %10.	Provide teachers an opportunity to visit other teachers who are implementing best practices within the classroom.	Instructional Leadership,Teacher(s)	6/5/2020	Special Education	300		
17		AVID training and institute. Teachers will bring student samples that focus on writing to PLC meetings once a month using the school wide Reading & Writing strategy to increase writing scores campus wide by %10.	General supplies that support instruction.	Principal,Teacher(s)	5/22/2021	Title I	10,000		
18		AVID training and institute. Teachers will bring student samples that focus on writing to PLC meetings once a month using the school wide Reading & Writing strategy to increase writing scores campus wide by %10.	Technology for Instructional team to guide teachers through feedback and planning.	Instructional Leadership	12/31/2020	Title I	6,000		
19	Title I	100% teachers will continue to be trained on and use Teaching trust strategies to determine high leverage SE's which will increase the rigor in teaching practices. Teachers will also, engage in WDMs facilitated by content Administrator to look at student gaps that led to unsuccessful as it relates to mastery. Teachers will plan a reteach day to review the student gap and for Admin to follow up with the reteach.	Teachers will be trained or be given a refresher on teaching trust strategies. Teachers will create 6 week instructional calendars based on High leverage TEKS and District curriculum sequence. of their IPCs to be submitted and feedback be given by content administrator.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	6/11/2021	Title I	300		
20	Title I	100% teachers will continue to be trained on and use Teaching trust strategies to determine high leverage SE's which will increase the rigor in teaching practices. Teachers will also, engage in WDMs facilitated by content Administrator to look at student gaps that led to unsuccessful as it relates to mastery. Teachers will plan a reteach day to review the student gap and for Admin to follow up with the reteach.	By December 2019, 60% of the core teachers will be at the proficient level in regards to lesson alignment. Proficiency will be reflected in teachers' lessons and assignments. Lesson plans, lesson delivery and instructional materials will be aligned with IPC's.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	6/5/2020	Title I	3,500		
21	Title I	100% teachers will continue to be trained on and use Teaching trust strategies to determine high leverage SE's which will increase the rigor in teaching practices. Teachers will also, engage in WDMs facilitated by content Administrator to look at student gaps that led to unsuccessful as it relates to mastery. Teachers will plan a reteach day to review the student gap and for Admin to follow up with the reteach.	Teachers will be provided the technology needed in order to deliver effective instruction both online and in person (Computer cameras, distant learning tool, pluggable USB Microscope).	Teacher(s)	11/13/2020	Title I	6,200	On Target	

22	Title I	Teachers will utilize backwards design to create rigorous, standards-based common assessments.	Teachers will analyze assessment data to identify individual student strengths and weaknesses and use the data to guide future instruction. Teachers will provide structured, standards based tutorials for students that do not meet the standard(s) on assessments.	Principal,Assistant Principal,Instructional Leadership	6/4/2020	Title I	3,000		
23	Title I	Teachers will utilize backwards design to create rigorous, standards-based common assessments.	Individualized Instruction for Sp. Pop Students	Teacher(s)	5/29/2020	Special Education	2,885		

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 2020-2021 Mission Goals Action Plan

Campus Name: 042 - Daggett MS, E.M.

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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	65	7	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Utilize All-in-Learning system to increase formative assessments in the classroom building on student growth.	Maintain quality staff to support both students and teachers with high quality instruction and assessments. Individual will also work with staff on desegregating data which inform teaching practices.	Principal	6/16/2020	Special Education	300		
2 Title I	Utilize All-in-Learning system to increase formative assessments in the classroom building on student growth.	(1) Tutorials; (2) Reading and math intervention services; (3) Intervention classes in math/reading (4) Saturday enrichment camps (5) submit Printing and other supplies that are needed to facilitate the camp	Teacher(s)	5/30/2020	Title I	500		
3 Title I	Utilize All-in-Learning system to increase formative assessments in the classroom building on student growth.	Leadership Team will use data from All-in-Learning to track student data and have conferences with teachers about their data.	Principal, Assistant Principal, Teacher(s)		Title I	2,100		
4 Migrant	Teachers will target ESL students and assist with strategies and resources in mathematics and ELA.	Students engage in the use of campus School wide writing strategy to justify answers in math.	Teacher(s)	5/31/2021	Title I	1,000	On Target	
5 Migrant	Teachers will target ESL students and assist with strategies and resources in mathematics and ELA.	Instructional Software for Math.	Principal, Teacher(s)	1/31/2021	Title I	8,000	Not Started	
6 Migrant	Teachers will target ESL students and assist with strategies and resources in mathematics and ELA.	Manipulative for math instruction.	Teacher(s)	4/30/2021	Title I	3,000	Not Started	
7 Migrant	Teachers will target ESL students and assist with strategies and resources in mathematics and ELA.	General Supplies for instruction.	Teacher(s)	5/28/2021	Title I	4,976		

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 2020-2021 Learning Environment Goals Action Plan

Campus Name: 042 - Daggett MS, E.M.

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Community partnerships will increase based on my unique campus needs as measured by the School Profile from	15	5	06/04/2021
	PBIS - Disproportionate 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	105	90	06/04/2021
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	85	15	05/30/2021

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.	Provide resources (English and Spanish versions) to students and families that will help with middle school transition, classroom success, social and emotional health at school and home, setting goals and making choices, and planning for the future.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Other	6/4/2020	Title I	1,000		
2	Provide %10 more reading material that is based on the diverse needs of our students both cognitively and culturally.	Purchase reading material for students that represents them and their culture.	Other	6/5/2020	Title I	5,000		
3	Provide %10 more reading material that is based on the diverse needs of our students both cognitively and culturally.	Support Students through book clubs as well as those that want to participate in the district Spelling Bee. Encouraging reluctant learners to try.	Other	11/11/2020	Title I	500		
4	Make sure %90 of our parents are connected to the school as well as their students learning.	E) Send out monthly newsletters/media post to families. The newsletter/media post will inform/promote programs and events occurring at DMS (student & staff highlights, technology tips/safety tips, community events, College/University spotlight, parenting tips, homework support, etc.). Supplies needed to ensure effective communication are general supplies, technology (poster maker & laminator machines).	Principal,Assistant Principal,Instructional Leadership	6/4/2020	Title I	8,200		
5	Make sure %90 of our parents are connected to the school as well as their students learning.	ESL family night to help provide information about college opportunities.	Teacher(s)	5/22/2020	Title I	1,000		
6	Make sure %90 of our parents are connected to the school as well as their students learning.	ESL family night to help provide information about college opportunities.	Teacher(s)	4/20/2020	Bilingual	350		
7	Make sure %90 of our parents are connected to the school as well as their students learning.	2 events will be designed to encourage stakeholders to come together with DMS being the hub. Hire a Family communications liaison.	Other	6/5/2020	Title I	1,000		
8	Make sure %90 of our parents are connected to the school as well as their students learning.	Culture performances by the fine arts team to recognize families.	Teacher(s)	6/11/2020	Title I	1,000		

9	Make sure %90 of our parents are connected to the school as well as their students learning.	Purchase a SEL curriculum to be used to increase student and teacher awareness.		6/4/2020	Title I	1,000		
10	Make sure %90 of our parents are connected to the school as well as their students learning.	Supplies for parent events.		6/5/2020	Title I	1,000		
11	By the year 2021, alternative placement and expulsion will be reduced to 1% of the population	Identify students who are in danger of alternative placement to provide leadership training and incentives for leadership development.	Student Support Services	6/5/2020	Title I	1,000	On Target	
12	Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.	Provide strategic, appropriate, RtI structure to ensure that every child is provided the additional time and support needed to learn at high levels within a responsive learning environment.	Student Support Services	6/5/2020	Title I	1,000	Not Started	
13	Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.	Mentoring program for at risk males through local community organizations.	Student Support Services	6/11/2020	Title I	3,000	Not Started	
14	Students will achieve their full potential through a system that is responsive to the academic, social and emotional needs of the student.	Provide COVID safety materials (desk shields) for classrooms which will allow students to interact with one another in a safe manner.	Principal	5/31/2021	Title I	1,000	Not Started	

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:

