

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Rincon, Melissa

Campus Name: 048 - James MS, William

Executive Director: Susan Hernandez

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: 27.27

Special Education: 9.6

Dual Language/ESL: 51.8

Gifted and Talented: 15.4

Career and Technology: 44.5

Percentage of at-risk students: 83.2

Percentage of English Language (EL) students: 55.2

Percentage of economically disadvantage students: 91.5

2020-2021 Campus Site-Based Committee

| Name | Role |
|-------------------------|--------------------------------------|
| Melissa Rincon | Principal |
| Angela Legare | Teacher |
| Trisha Marcheasseau | Teacher |
| Latona Carlton | Campus Non-Teacher Professional |
| Dr. John Olidupe | Teacher |
| Courtney Infinger | Parent |
| Darrin Hoppe | Parent |
| Michelle Juarez | Parent |
| Mstr Sgt Kenny Grames | Teacher |
| Talia Sullivan | District Level Staff |
| Oalwale Rotimi | Additional Representative Appoinment |
| Kathy Tucker | Additional Representative Appoinment |
| Dedra Colston | Campus Non-Teacher Professional |
| Dolly Lowery | Additional Representative Appoinment |
| Ty Williams | Business Representative |
| Mary James Redmond | Business Representative |
| Joe Dryden | Community Representative |
| Jonathan Perez | District Level Staff |
| Pilar Candia | Community Representative |
| Daniel Garcia Rodriguez | Community Representative |

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for James MS, William. 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 55 | 52 - F |
| Domain 2: School Progress 59 | |
| Domain 3: Closing The Gaps 36 | |

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievemet 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

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"> 1. % of 6th grade, % of 7th Grade; and % of 8th grade have been consistent for the past ten years. 2. Enrollment of LEP (Limited has increased with students from our attendance zone. 3. | <ol style="list-style-type: none"> 1. % increase in our ELL (English Language Learners) subpopulation specifically long-term. 2. % increase in our AA (African American) subpopulation (all grade levels) 3. | <ol style="list-style-type: none"> 1. Provide training and resources to ensure proper application of the evidence of the five critical teaching strategies: coaching and feedback; data driven instruction; curriculum and alignment; professional learning communities and campus culture. 2. Improve reading, writing, and math proficiency across all grade levels. |
| Student Achievement | <ol style="list-style-type: none"> 1. Distinction for Academic Achievement in Science on STAAR in 2018-2019 2. Science Benchmarks were above District Average. Social Studies Benchmarks were right below district average, and went up from previous assessments. 3. | <ol style="list-style-type: none"> 1. Increase ELL subpopulation student performance all grade levels in Math, ELA, Science, & Social Studies. 2. Increase AA subpopulation all grade levels in Math, ELA, Science & Social Studies. 3. | <ol style="list-style-type: none"> 3. Provide resources and support instructional and social emotional support for students and staff. 4. Increase parental awareness of strategies on campus and increase parental involvement to support student academic and social emotional needs. 5. |
| School Culture and Climate | <ol style="list-style-type: none"> 1. Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations 2. Schoolwide focus on social, emotional support 3. Teacher generated lessons and assessments in PLC. | <ol style="list-style-type: none"> 1. Opportunities to recognize faculty, staff, & students weekly for performance targets. Redevelopment of campus motto, mission, values and goals through committee structure. Communication with community and parents 2. Provide focus groups (student voice) to address restorative practice strategies. Development of job structure and performance of CIS caseworker. 3. Focused actions on aligning teaching objectives and student work to TEKS. | |
| Staff Quality/ Professional Development | <ol style="list-style-type: none"> 1. Opportunities available for teachers and staff to build capacity and leadership. 2. Strong departmental PD (professional development) 3. | <ol style="list-style-type: none"> 1. Customized tier 1 instructional by providing focused professional development. 2. Provide increased support of this professional development aligned to ESF drivers 3.1 and 5.1. 3. | |
| Curriculum, Instruction, and Assessment | <ol style="list-style-type: none"> 1. School-wide focus on Teaching & Learning 2. 3. | <ol style="list-style-type: none"> 1. Consistently implement formative assessment; random calling, small group & Mastery of Learning 2. Alignment of student assessment to learning objective and state standard. 3. | |
| Family and Community Involvement | <ol style="list-style-type: none"> 1. Parents are willing to get involved and be active stakeholders. 2. 3. | <ol style="list-style-type: none"> 1. Provide monthly opportunities for our parents to be actively involved and receive communication from school regarding student performance and campus goals. 2. 3. | |

School Context and Organization

| | | | |
|----|---|----|--|
| 1. | 80% of parents and students continue to feel the teachers expect ALL students to be successful. | 1. | Increase communication between parents and teachers. |
| 2. | | 2. | |
| 3. | | 3. | |
| | | | |

Academic Excellence Goals

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

Campus Name: 048 - James MS, William

Principal: Rincon, Melissa

Executive Director: Susan Hernandez

| 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) | -- | -- | -- | | |
| | 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) | 107.53 | 41.42 | 10.64 | | |
| | MATH: 6, 7 and 8th grade math performance on STAAR will increase by 10 points per grade level, from 52, 37 and 64 percent approaches, to 62, 47 and 74 percent approaches. | | | | | EOY |
| | 7th grade Writing scores will increase 10 points from 44 percent to 54 percent, with improvement in all subpops, specifically African American and Hispanic student performance. | | | | | 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 | ESF Levers 3 and 5: Improve PLC practices around lesson plan and formative assessment design in order to increase student achievement (i.e. EOC pass rates, graduation rate, attendance, literacy scores, etc....) across all populations as evidenced by end of year STAAR scores. | Instructional coaches, Principal, and Assistant principals, along with Data analyst, will lead PLC and DDI meetings, help teachers examine data, understand students instructional needs and identify strategies and practices to address identified needs. | Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst | 6/21/2021 | Title I | 79,741 | On Target | Increase in achievement as evidenced from BOY assessment to midyear benchmark and STAAR performance by 10 percent across all subpop. |
| 2 Title I | ESF Levers 3 and 5: Improve PLC practices around lesson plan and formative assessment design in order to increase student achievement (i.e. EOC pass rates, graduation rate, attendance, literacy scores, etc....) across all populations as evidenced by end of year STAAR scores. | ELLs will increase performance on TELPAS through interaction with Summit K12 learning program. | Teacher(s),Data Analyst | 5/12/2021 | Title I | 1,000 | On Target | Increase in achievement as evidenced from BOY assessment to midyear benchmark and STAAR performance by 10 percent across all subpop. |
| 3 Title I | ESF Levers 3 and 5: Improve PLC practices around lesson plan and formative assessment design in order to increase student achievement (i.e. EOC pass rates, graduation rate, attendance, literacy scores, etc....) across all populations as evidenced by end of year STAAR scores. | ESF Lever 3 and 4: Integration of comprehensive literacy curriculum, a coaching and feedback cycle, and create a culture of literacy by hiring an additional Title I Teacher. | Teacher(s) | 6/21/2021 | Title I | 57,336 | On Target | Increase in achievement as evidenced from BOY assessment to midyear benchmark and STAAR performance by 10 percent across all subpop. |
| 4 Title I | ESF Levers 3 and 5: Purchase supplies and supplemental resources/materials to support the ongoing learning of students in math and ELA classrooms. | Purchase resources and supplies aligned to literacy and math improvement for students in need of enrichment/acceleration. | Instructional Leadership | 5/1/2020 | SCE | 4,000 | On Target | Increase in student performance from BOY to EOY by at least 10 percent across all subpops. |
| 5 Title I | ESF Levers 3 and 5- Develop an honors/preap teachers' practice that focuses on higher level thinking strategies and extension activities for students. | Send 10 honors/preap teachers to GT cert training through district and/or college board. | Principal,Assistant Principal,Instructional Leadership | 12/18/2020 | Gifted & Talented | 1,183 | On Target | Increased scoring of mastery on STAAR by 10 points in ELA and Math from BOY assessment to EOY STAAR assessment. |

| | | | | | | | | | |
|----|---------|--|---|--|------------|-------------------------|--------|-----------|--|
| 6 | LEP | ESF Levers 3 and 5: Backwards planning strategies with formative and summative assessments to progress monitor student mastery during Tier 1 instruction. | Extra support/teaching to support lesson delivery/re-teach using FWISD leasson structure which includes a standards-based learning target, activation of learning, modeling, guided practice, independent practice and closure. | Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst | 10/30/2020 | Title I | 8,500 | | Formal and informal assessment data drive lesson design. Virtual/in-person lessons are designed learning best practices to provide high-quality and rigorous learning practices that results in 10 point growth across all subpops on EOY STAAR assessment. |
| 7 | Title I | ESF Levers 3 and 5: Fund targeted professional development strategies for core content teachers in 6-8 on best practices when it comes to standards aligned learning objectives and student formative and summative assessments. | Standards-aligned, culturally relevant, linguistically accommodating, and appropriately challenging instructional materials are funded for purchase. | Principal,Assistant Principal,Instructional Leadership,Student Support Services,Data Analyst | 11/2/2020 | Title I | 2500 | | Formal and informal assessment data drive lesson design. Virtual lessons are designed using blended learning best practices to provide high-quality and standards aligned learning opportunities. This should result in student growth of at least 1 year across all supops in tested contents, as measured by the STAAR growth measure. |
| 8 | Title I | ESF Lever 5: Teachers will use all-in-learning to asses student mastery of standard and track growth over time. | Train teachers, new and returning to building on software and implementation. | Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst | 10/30/2020 | Title I | 2000 | | Student growth will be tracked over time with data tied to specific lessons, standards and star-modeled questions, resulting in a 10-point growth across all subpops on STAAR. |
| 9 | Title I | ESF Levers 3 and 5: Purchase resources needed to support student learning, including school supplies for students and student resources. | Quarterly order and distribute school supplies to students so that all students are prepared to learn whether in person or virtual. | Principal,Assistant Principal,Instructional Leadership,Teacher (s),Other | 5/28/2021 | Local (Basic Allotment) | 31,943 | | All students have access to school supplies, copies and instructional materials, resulting in engaged daily learning that results in a growth of 10 points across all subpops. |
| 10 | Title I | ESF Levers 3 and 5 Fund resources and incentives for at risk students, including supplies, snacks, rewards, and | Fund purchase of snacks, resources, supplies and supports for at risk students. | | 10/30/2020 | SCE | 4,947 | | Increased student achievement performance by 10 points across all subpops on EOY assessment and at risk student populations. |
| 11 | Title I | ESF Levers 3 and 5: Fund technology purchase to ensure that each classroom has backup chromebooks and chargers to ensure that each student is able to access content and learn | Purchaes of applicable technology (COW, l pads) for extended day learning opportunities and push-in/pullout tutoring. | | | Title I | 5,000 | On Target | Increased student achievement across all subpops by 10 points as measured by BOY to EOY assessment. |

| | | | | | | | | | |
|----|---------|---|--|---|------------|-------------------|--------|--|---|
| 12 | | ESF Lever 3: Conduct Open House and Title I Update | Present parents an update of the accountability and resources plans put in place to address the academic needs for the coming year. Parents able to meet their student's teachers and discuss students progress an support needed to work as a team for the students academic success. | Principal | 10/30/2020 | Title I | 2,500 | | Increased parent communication and alignment to vision and mission, resulting in the formation of a PTA, increased parent satisfaction to at least 80 percent on district culture and climate survey. |
| 13 | Title I | ESF Levers 3 and 5: Provide additional instructional materials and supplies to use in the classroom including the purchase of library books. | Materials for projects, assignments, assessments to supprot the instruction in the classroom. | Teacher(s) | 10/21/2020 | Title I | 10,500 | | Increased academic performance and engagement. |
| 14 | Title I | ESF Levers 3 and 5: Integration of a cohesive and consistent Data-driven instruction model to improve the leadership capacity of all team memebrs. | All team members will receive training and implement the Data Analysis Meeting on a weekly basis by Data Analyst.. All team members will receive training and implement an aligned week-by-week reteach calendar and six week IPC. Purchase any required resource or supply. | Instructional Leadership | 5/28/2021 | Title I | 5,000 | | Increased student achievement of at least 10 points in all Staar areas, increasing students in approaches, meets and masters in all subjects, including math, ELA, science and social studies. |
| 15 | Title I | (ESF Levers 3 and 5) Provide opportunities for students to obtain additional instruction for acceleraton/remediation outside of the school day, whether virtual or in-person. | After school and saturday tutorial and target students based on data, providing snacks during intervention sessions. Notify students via blackboard and purchase any applicable resource or supply. | Teacher(s) | 5/28/2021 | Title I | 10,000 | | Increased student achievement in Science, ELA, Math and Social Studies by 10 points as measured by BOY to EOY STAAR assessment. |
| 16 | SPED | ESF Levers 3 and 5: Increased training and resource support for SPED population, with a focus on growth and support through PLC, best practices, and backwards planning | Implement and provide training for SPED team on PLC, best practices, and inclusion into the established PLC, feedback model with content teachers. | Principal,Instructional Leadership,Teacher(s) | 5/28/2021 | Special Education | 6,302 | | Increased SPED performance on state assessment and NWEA MAP growth testing. |

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: 048 - James MS, William

Principal: Rincon, Melissa

Executive Director: Susan Hernandez

| 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 Reading will increase from | 59 | 66 | EOY |
| | Increase student achievement by 10 percent across all subpops and growth as measured by math, reading, social studies and science STAAR through content | | | |
| | | | | |

Strategies for Improvement

| Student Group (PBMAS) | Target Strategies | Action Steps | Person(s) Responsible | Due Date | Budget Source | Amount | Status | Strategy Expected Result/Impact |
|-----------------------|---|---|---|------------|---------------|--------|--------|--|
| 1 LEP | Improve PLC practices among Language Center teachers by providing QTEL training, data analysis support and instructional delivery best practices for English language learners. | Provide QTEL training for Language Center teachers. | Principal, Assistant Principal, Instructional Leadership, Teacher (s), Data Analyst | 10/30/2020 | Bilingual | 2,416 | | Lessons will be planned by language center teachers that align to TEKS, provide language support, and engage students in higher level thinking that yield 10 percent growth on state assessments and MAP testing in each subpop. |
| 2 Title I | Hire content tutors for both push-in support and extended day learning to support student mastery of TEKS in math, science, ELA and social studies. | Create student groups and pair with tutor to provide extra support. | Principal, Assistant Principal, Instructional Leadership, Data Analyst | 1/5/2021 | Title I | 31,356 | | Increased student achievement from BOY to EOY by 10 percent on STAAR across all subpops. |
| 3 Title I | Increase data literacy to improve instructional practices specifically focusing on priority groups. | Fund computer lab TA position to ensure students have access to after school programming, during day technology support, and implementation of data literacy instructional practices. | Principal, Assistant Principal, Instructional Leadership | 10/23/2020 | Title I | 28,607 | | Increase student achievement in math, reading, science and social studies from BOY to EOY by 10 percent in all subpops. |
| 4 Title I | Improve data visuals for teachers to reference areas of need and or strength to individualize accelerated instruction and approach. | Teachers collaboratively analyze assessment results to determine individual and campus trends. | | | Title I | 1,500 | | Each content will have 2 data analysis meetings per 6 weeks and plan targeted reteach on highly-tested teks that are embedded into the lesson plan. |
| 5 Title I | Increase virtual instruction effectiveness by ensuring all teachers' desktop workspace includes capability to teach virtually from school. | Fund purchase of web cams with microphones and document cameras for each teacher's desktop computer on campus that does not have one. | Assistant Principal, Instructional Leadership | 9/30/2020 | Title I | 2,000 | | Increase the ability to house teachers on campus and provide virtual instruction for students who are learning from home 100 percent of the time. |

| | | | | | | | | |
|---|---------|---|---|--------------------------|-----------|---------|-------|--|
| 6 | Title I | ESF Levers 3 and 5: Integration of high quality, consistent lesson plan expectations with accountability measures for staff (i.e. data tracking, reteach tracking, growth targets)/ Communication regarding expectations and values from administration (principals, instructional coaches, teacher leaders, etc) to staff. | Action: Establish professional learning community norms, lesson plan review, including formative assessments, model lesson, teachers practice implementation and embedded data monitoring practice regarding expectations and values from administration 9principal, assistant principals, instructional coach, teacher leaders) to staff. Action: PD for TTESS support Action: daily PLCs. Action: purchase any applicable resource or supply. | Instructional Leadership | 5/28/2021 | Title I | 8,000 | Students will exhibit growth from BOY to EOY by 10 percent or more across all tests and subpops. |
|---|---------|---|---|--------------------------|-----------|---------|-------|--|

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: 048 - James MS, William

Principal: Rincon, Melissa

Executive Director: Susan Hernandez

| 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 | | | 05/20/2021 |
| | PBIS - The number of 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease for target student groups from | | | 05/20/2021 |
| | | | | |
| | | | | |

Strategies for Improvement

| Student Group (PBMAS) | Target Strategies | Action Steps | Person(s) Responsible | Due Date | Budget Source | Amount | Status | Strategy Expected Result/Impact |
|-----------------------|--|--|---|-----------|---------------|--------|-----------|---|
| 1 Title I | Develop parent advisory focus group with objective of reviving PTA and developing campus events. | Snacks and support items for evening meetings. | Principal,Assistant Principal,Student Support Services,External Stakeholder | 5/28/2021 | Title I | 2,000 | On Target | Increased parent connection and relationships with school and community. |
| 2 Title I | Develop parent advisory focus group with objective of reviving PTA and developing campus events. | Extra duty pay for teachers to attend and support meetings. | Teacher(s) | 5/28/2021 | Title I | 5,000 | On Target | Increased parent connection and relationships with school and community. |
| 3 Title I | Hire a CIS caseworker to complete intervention and support campus admin, counselors and interventionist in work. | With admin team, develop goals and targets for CIS Caseworker. | Principal,Assistant Principal,Other | 5/28/2021 | Title I | 42,000 | On Target | Decreased repeat disciplinary incidents, increased social emotional support for students. |

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:

