

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Chritian, Amy

Campus Name: 058 - Stripling MS, W.C.

Executive Director: Todd Koppes

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: 100

Special Education: 9.6

Dual Language/ESL: 13.1

Gifted and Talented: 26.7

Career and Technology: 31.2

Percentage of at-risk students: 47.5

Percentage of English Language (EL) students: 14.3

Percentage of economically disadvantage students: 73.4

2020-2021 Campus Site-Based Committee

Name	Role
Amy Chritian	Principal
Makenzie Carpenter	Community Representative
Megan Zara	District Level Staff
Araseli Orozco	Parent
Shannon McOwen	Parent
Dave Marshall	Community Representative
Kevin Williams	Business Representative
Brandy Sachs	Additional Representative Appointment
Christi Stinson	Additional Representative Appointment
Courtney Wait	Campus Non-Teacher Professional
Drew Weesner	Teacher
Stacey Caldwell	Teacher
Dana Diehl	Teacher
Susan Walker	Teacher
Jami Lampert	Parent

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Stripling MS, W.C..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 77	82 - B
Domain 2: School Progress 86	
Domain 3: Closing The Gaps 71	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievemet in English Language Arts/Reading: 1

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	1.	1. Disproportionate discipline AA	1. Growth in all areas for all students
	2. Diverse Campus	2. Disproportionate discipline males	2. Increase parental involvement for underrepresented groups
	3.	3.	3. Decrease the disproportionate rate of exclusionary discipline for African American students and boys
	4. 61% Hispanic, 14% AA, 1% Asian, 24% White	4. Disproportionate discipline AA	4. Increase teacher efficacy
	5. Diverse Campus	5. discipline rate of boys disproportionate	5.
Student Achievement	1. AVID site distinction	1. Growth in all areas for ALL students	6.
	2. Science, SS, Writing grew in masters category	2.	7.
	3.	3.	8.
	4. AVID site Distinction	4. Growth in all areas for all students	9.
	5. Science, SS, Writing grew in masters		
School Culture and Climate	1. Students excited about academic pep assembly/ recognition Academic UIL participation and performance	1. Relationship building between students and teachers	
	2. RAK week - Random Acts of Kindness	2. Increase compliance with student behavior standards	
	3. Use of Live schools for student incentive to reinforce desired behaviors	3.	
	4. Students excited about academic pep assembly and recognition	4. Relationship building between students/teachers	
	5. RAK week, AR incentives, Live Schools	5. Increase compliance with student behavior standards	
	6. Academic UIL participation and performance		
Staff Quality/ Professional Development	1. High retention	1. Continued PD to enhance teacher knowledge	
	2. HQ staff	2. Stronger mentorship for teachers within first 3 years	
	3. Teachers participate in PD and share with campus	3. Encourage communication/collaboration between teachers	
	4. High Retention	4. Continued PD to enhance teacher knowledge	
	5. HQ staff	5. Communication between teachers	
	6. Teachers participate in PD and share with campus/ meetings weekly/ bi weekly for new teachers	6. Planning with other teachers	

Curriculum, Instruction, and Assessment	1.	Development of lesson plans with DOL/success criteria	1.	ability to analyze data to drive instructional practices
	2.		2.	
	3.		3.	
	4.	Development of lesson plans with DOL/success criteria	4.	Ability to analyze data to drive instructional practices
Family and Community Involvement	1.	Strong community partners	1.	Increase parental involvement for underrepresented groups
	2.	Spotlight event WING Lawn and Loteria	2.	
	3.	Blackboard messaging	3.	
	4.	Strong community partners	4.	Increase parental involvement for underrepresented groups
	5.	Increase in Volunteers/ Increase in communication - blackboard/smore	5.	mentorship with students (advisory)
	6.	Spotlight/WING/Lawn & Loteria		
School Context and Organization	1.	grade level/dept PLC	1.	Increased instructional time
	2.	Reflection day - students reflecting and analyzing own data	2.	authentic portfolio development
	3.	Electronic portfolios Use of google classroom across campus	3.	
	4.	Grade Level/dept PLC	4.	Increased instructional time/ advisory
	5.	Reflection Day - e portfolio	5.	Authentic portfolio
	6.	google classroom use	6.	PD learning on blended learning/ chromebook camp for kids

Academic Excellence Goals

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

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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)	--	--	--	92	
	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)	161.97	88.37	29.36	92	

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	Implementation of a comprehensive data driven instructional model to improve teacher competence related to dis-aggregating data and monitoring student progress	Hire Data Analyst to facilitate teachers identifying trends and collaborate on how to reteach and extend lessons Teachers will develop common lessons	Instructional Leadership	7/27/2020	Title I	75,000	Completed	Teachers use of corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause.
2 Title I	Implementation of a comprehensive data driven instructional model to improve teacher competence related to dis-aggregating data and monitoring student progress	Teachers to host Saturday Camps, before and after school tutorials with a focus on targeted SEs and lower performing student groups. This will be based on benchmarks, classroom assessments and MAP.	Instructional Leadership, Teacher(s)		Title I	2,000		Teachers use of corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause.
3 Title I	Increase Tier 1 instruction and teacher efficacy	Teachers, counselors, administration attend ESP, TCEA, Lead4ward, TASSP to gain strategies to affect instructional change.	Principal		Title I	9,537		Classroom instruction incorporates rigorous, high-quality experiences that promote critical - thinking skills.
4 Title I	Increase Tier 1 instruction and teacher efficacy	Teachers will participate in book studies.	Instructional Leadership		Title I	6,000		Classroom instruction incorporates rigorous, high-quality experiences that promote critical - thinking skills.
5 Title I	Increase Tier 1 instruction and teacher efficacy	Substitutes will be provided for teachers to attend professional learning and to allow teacher collaboration time	Principal		Title I	8,000		Classroom instruction incorporates rigorous, high-quality experiences that promote critical - thinking skills.
6 Title I	Increase Tier 1 instruction and teacher efficacy	Substitutes will be provided for teachers to attend professional learning and to allow teacher collaboration time	Principal		Local (Basic Allotment)	500		Classroom instruction incorporates rigorous, high-quality experiences that promote critical - thinking skills.

7	Title I	Increase Tier 1 instruction and teacher efficacy	Purchase technology applications and hardware to enhance both in person and virtual instruction through the use of the most up to date technology tools.	Instructional Leadership		Title I	7,500		Classroom instruction incorporates rigorous, high-quality experiences that promote critical - thinking skills.
8	Title I	Increase Tier 1 instruction and teacher efficacy	Teachers collaborate, common plan, practice lessons, record videos for asynchronous instruction	Instructional Leadership		Title I	9,000		Classroom instruction incorporates rigorous, high-quality experiences that promote critical - thinking skills.
9	SPED	Provide additional support to students with special populations to improve student achievement	purchase classroom supplies and resources to facilitate individual, whole group and small group instruction in RISE, resource and inclusion	Instructional Leadership		Special Education	6,765		Curricular resources with key ideas, essential questions, and recommended materials are used across classrooms.
10	LEP	Provide additional support to students with special populations to improve student achievement	purchase classroom supplies and resources to facilitate individual, whole group and small group instruction for English Language Learners	Instructional Leadership		Bilingual	560		Curricular resources with key ideas, essential questions, and recommended materials are used across classrooms.
11	CTE	Provide additional support to students with special populations to improve student achievement	purchase classroom supplies and resources to facilitate individual, whole group and small group instruction for Gifted and Talented	Instructional Leadership		Gifted & Talented	1,551		Curricular resources with key ideas, essential questions, and recommended materials are used across classrooms.
12	Title I	Provide additional support to students to improve student achievement	purchase classroom supplies and resources to facilitate individual, whole group and small group instruction	Instructional Leadership		Local (Basic Allotment)	8,000		Curricular resources with key ideas, essential questions, and recommended materials are used across classrooms.
13	Title I	Provide additional support to students to improve student achievement	purchase classroom supplies and resources to facilitate individual, whole group and small group instruction to accelerate instruction	Instructional Leadership		SCE	1,004		Curricular resources with key ideas, essential questions, and recommended materials are used across classrooms.
14	Title I	Provide additional support to students to improve student achievement	purchase classroom supplies and resources to facilitate individual, whole group and small group instruction	Instructional Leadership		Title I	7,000		Curricular resources with key ideas, essential questions, and recommended materials are used across classrooms.

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

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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 Reading will increase from	42	46	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	Continue focus on and creating a literature rich culture	Use of Accelerated Reader - students will set individual goals - students self select books	Instructional Leadership		Title I	10,000		Classroom instruction incorporates rigorous, high-quality experiences that promote critical - thinking skills.
2 Title I	Continue focus on and creating a literature rich culture	Purchase library books	Instructional Leadership		Local (Basic Allotment)	4,272		Classroom instruction incorporates rigorous, high-quality experiences that promote critical - thinking skills.
3 Title I	Continue focus on and creating a literature rich culture	Purchase library books	Instructional Leadership		Title I	1,000		Classroom instruction incorporates rigorous, high-quality experiences that promote critical - thinking skills.

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Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	84	95	EOY
	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	53	43	EOY
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	75	100	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	Increase positive communication with stakeholders with the assistance of the parent community liaison	Mail out flyers, information about events	Principal		Title I	2,888		Regular campus climate surveys assess and measure progress on student and staff experience
2 Title I	Increase positive communication with stakeholders with the assistance of the parent community liaison	Allow parent liaison to work up to 25 hours a week to assist with parent communication	Principal		Title I	11,000		Regular campus climate surveys assess and measure progress on student and staff experience
3 Title I	Provide opportunities for students to take ownership of their actions and learning and are actively engaged in the school culture	Students can earn points through the LiveSchools application	Assistant Principal		SCE	3,950		All staff and students understand a system of rewards and consequences

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Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

