

# Fort Worth Independent School District 2020-2021 Campus Improvement Plan

**Principal:** Kathrina Andersen

**Campus Name:** 067 - Rosemont 6th Grade

**Executive Director:** Ahna Gomez

## 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: 84.85

Special Education: 10.5

Dual Language/ESL: 52.7

Gifted and Talented: 12.3

Career and Technology: 0

Percentage of at-risk students: 82.8

Percentage of English Language (EL) students: 59.2

Percentage of economically disadvantage students: 97.8

## 2020-2021 Campus Site-Based Committee

Name	Role
Kathrina Andersen	Principal
Naomi Gutierrez	Teacher
Angela Rodriguez	Teacher
Beverly Burke	Campus Non-Teacher Professional
Maria Delgadillo	Parent
Fernando Peralta	Community Representative
Gabriel Valdez	Teacher
Patrick Lacaille	Community Representative
Lowanna Jones	District Level Staff
Jose Mendez Monge	Other
Unfilled	Business Representative
Brittany Salt	Teacher
Unfilled	Parent
Shauna Lowry	District Employee Relations Council Representative

## Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Rosemont 6th Grade. 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: <b>Student Achievement</b> 58	57 - F
Domain 2: <b>School Progress</b> 69	
Domain 3: <b>Closing The Gaps</b> 30	

### Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science:

Academic Achievemnt 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.
<b>Demographics</b>	<ol style="list-style-type: none"> <li>All identified ESL students are placed with ESL certified teachers.</li> <li>ALL indentified GT students take at least 1 pre-ap course.</li> </ol>	<ol style="list-style-type: none"> <li>Increase small group instruction within the classroom.</li> <li>98% of students are economically disadvantaged.</li> </ol>	<ol style="list-style-type: none"> <li>1. Improve instruction in all core content areas.</li> <li>2. Increase common assessments to gather data to drive instruction and/or reteach within the classroom.</li> </ol>
<b>Student Achievement</b>	<ol style="list-style-type: none"> <li>Reading benchmark approaches level increased from 33% to 39% for EL students.</li> <li>Reading benchmark meets level increase from 7% to 10% for EL students.</li> <li>Approaches level on math benchmark increased 3% from 19 to 20.</li> </ol>	<ol style="list-style-type: none"> <li>Reading benchmark decreased 2% at approaches and 4% at meets for all students.</li> </ol>	<ol style="list-style-type: none"> <li>3. Ensure students are goal setting in regards to student progress.</li> <li>4. Increase communication with parents.</li> </ol>
<b>School Culture and Climate</b>	<ol style="list-style-type: none"> <li>Continued campus cash system for rewards.</li> <li>Data celebrations for interim and benchmark success.</li> <li>Started active PTO.</li> </ol>	<ol style="list-style-type: none"> <li>Struggle with continual parent communication.</li> </ol>	
<b>Staff Quality/ Professional Development</b>	<ol style="list-style-type: none"> <li>PLC meetings for all core departments held 5 days a week.</li> <li>All teachers creating individualized FLEX plans.</li> </ol>	<ol style="list-style-type: none"> <li>All core teachers receive coaching from NTC trained coaches.</li> <li>Staff development to improve instruction and assistance with goal setting for students.</li> </ol>	
<b>Curriculum, Instruction, and Assessment</b>	<ol style="list-style-type: none"> <li>Math department has great understanding of MAP data. ELA must be trained to use data for instructional change.</li> </ol>	<ol style="list-style-type: none"> <li>Campus created common assessments based on campus data.</li> <li>MAP data usage for modification of instructional plan.</li> </ol>	
<b>Family and Community Involvement</b>	<ol style="list-style-type: none"> <li>Parent events increased to 4 this year.</li> </ol>	<ol style="list-style-type: none"> <li>Increased participation at family events</li> <li>Incentives to increase attendance and participation at family events.</li> </ol>	
<b>School Context and Organization</b>	<ol style="list-style-type: none"> <li>Administrators monitor quality of instruction through T-Tess implementation.</li> <li>Incoming students are below level on assessemnts in math, 180 students, and reading, 175 students.</li> </ol>	<ol style="list-style-type: none"> <li>Intervention needed for all students below grade level.</li> <li>Large population of students below grade level before COVID. Block math and ELA students that are below grade level.</li> <li>Tutoring provided before school, after school and on Saturday.</li> </ol>	

# Academic Excellence Goals

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

Campus Name: 067 - Rosemont 6th Grade

Principal: Kathrina Andersen

Executive Director: Ahna Gomez

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)	143.54	53.21	14.18	65	

### 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	Analyze student progress through use of common formative assessments.	Creation of common formative assessments during PLC.	Instructional Leadership	9/21/2020	Title I	0	Not Started	Data from formative assessments will be used to modify lesson plans to address academic struggles.
2 Title I	Analyze student progress through use of common formative assessments.	Tutoring will be provided for intervention needed but not provided during class.	Teacher(s)	11/2/2020	SCE	2,000	Not Started	Data from formative assessments will be used to modify lesson plans to address academic struggles.
3 Title I	Analyze student progress through use of common formative assessments.	Tutoring will be provided for intervention needed but not provided during class.	Teacher(s)	11/2/2020	Title I	9,500	Not Started	Data from formative assessments will be used to modify lesson plans to address academic struggles.
4 Title I	Analyze student progress through use of common formative assessments.	Snacks will be provided to increase engagement during tutoring.	Other	11/2/2020	SCE	2,992	Not Started	Data from formative assessments will be used to modify lesson plans to address academic struggles.
5 Title I	Teachers analyze data to determine best instructional practices within Tier 1 instruction. Data is provided by data analyst.	Teachers are provided with necessary student data and provided training to understand how to use the data to impact daily instruction.	Data Analyst	9/7/2020	Title I	79,000	On Target	Teachers will use data to determine instructional plan.
6 LEP	Students working above grade level will be provided with rigorous instruction.	Materials will be provided for GT students to facilitate growth in progress above grade level.	Instructional Leadership	11/2/2020	Gifted & Talented	515	Not Started	Students will show growth above grade level progress.
7 SPED	Special education students will be provided with instruction at the level of tier necessary.	Materials needed for instruction for special education students will be provided.	Teacher(s)	11/2/2020	Special Education	1,365	Not Started	Special Education students will show growth in math and reading.
8 SPED	Special education students will be provided with instruction at the level of tier necessary.	Additional instruction will be provided before school and after school for small groups of special ed students.	Teacher(s)	11/2/2020	Special Education	1,000	Not Started	Special Education students will show growth in math and reading.
9 Title I	Teacher goal set with students regarding individual progress.	Teachers will spend a day goal setting and will continue to meet with students regarding progress. Subs will be needed to cover class while teachers meet with individual students.	Teacher(s)	3/1/2021	Title I	3,000	Not Started	Students will show an increase in performance due to knowing where they started and what they need to work on.

10	Title I	Increase in self selected reading for all students.	High interest books will be purchased to engage students with self-selected reading.	Other	1/5/2021	Title I	8,734	Not Started	Reading scores will show growth due to increase in reading.
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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:

# Mission Goals

## Fort Worth Independent School District 2020-2021 Mission Goals Action Plan

Campus Name: 067 - Rosemont 6th Grade

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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 in lowest performing student group for all subjects performing at or above Meets Grade Level as measured by STAAR will increase from	19	25	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 LEP	Additional support provided to LEP in core content classes.	Push in support for LEP students by TA.	Other	10/12/2020	Title I	25,000	Not Started	LEP students will receive scaffolding necessary
2 LEP	Additional support provided to LEP in core content classes.	Materials provided for hands on activities in math and science.	Teacher(s)	10/26/2020	Local (Basic Allotment)	3,000	Not Started	LEP students will receive scaffolding necessary
3 LEP	Provide all LEP students the access to learn virtually or in person.	Provide teachers with technology necessary to engage with students.	Instructional Leadership	9/21/2020	Local (Basic Allotment)	3,500	On Target	Students will have the ability to engage with teachers, regardless of in person or virtual learning.
4 LEP	Provide all LEP students the access to learn virtually or in person.	Provide all necessary classroom supplies for LEP students to be successful.	Instructional Leadership	10/1/2020	Bilingual	1,534	Not Started	Students will have the ability to engage with teachers, regardless of in person or virtual learning.
5 LEP	Provide all LEP students the access to learn virtually or in person.	Provide all necessary classroom supplies for LEP students to be successful.	Instructional Leadership	3/22/2021	Local (Basic Allotment)	9,599	Not Started	Students will have the ability to engage with teachers, regardless of in person or virtual learning.
6 LEP	Provide practice opportunities for students regarding TELPAS.	Purchase instructional materials targeting English language acquisition.		10/5/2020	Title I	3,500	Not Started	TELPAS scores will increase due to additional practice and support regarding language development.

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: 067 - Rosemont 6th Grade

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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	10	15	12/2020
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	85	70	EOY
	Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from	100	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	Provide updated information to parents on a weekly basis.	Parent communication specialist will provide weekly newsletter to parents.	Other	9/7/2020	Title I	32,000	On Target	Increase parent involvement and understanding of practices on campus.
2 Title I	Increase parent participation at school events.	Send mailouts to parents regarding upcoming events.	Other	10/26/2020	Title I	2,000	Not Started	Student achievement will increase due to parents being more informed.
3 Title I	Increase parent participation at school events.	Provide snacks to families at school events.	Other	11/16/2020	Title I	3,000	Not Started	Student achievement will increase due to parents being more informed.
4 Title I	Increase parent participation at school events.	Purchase supplies needed for parent meetings.	Data Analyst	1/5/2021	Title I	1,000		Student achievement will increase due to parents being more informed.
5 Title I	Teachers will attend professional development to increase cultural awareness and relationship building with students.	Teachers will attend professional development related to cultural awareness.		2/26/2021	Title I	5,000	Not Started	Decrease in number of students with discipline referrals.

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:

