

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

**Principal:** Casteneda, Angelica

**Campus Name:** 114 - Jara ES, Manuel

**Executive Director:** Miguel Elizondo

## 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: 90

Special Education: 11.5

Dual Language/ESL: 53.1

Gifted and Talented: 7.6

Career and Technology: 0

Percentage of at-risk students: 77.4

Percentage of English Language (EL) students: 55.2

Percentage of economically disadvantage students: 94.6

### 2020-2021 Campus Site-Based Committee

Name	Role
ANGELICA CASTANEDA	Principal
ADRIANNE COLLINS	Other
MARICELA LARA	Parent
ADRIANA SANCHEZ	Teacher
VERONICA VASQUEZ	Teacher
LEAH GILLIAM	Teacher
FELICIA COOK	Teacher
MAY MICHAEL	Community Representative
SYLVIA GUTIERRES	Community Representative
ESTHELA DOMINGUEZ	Business Representative
CRISTINA CALK	Business Representative
RICK AHLSTED	Campus Non-Teacher Professional
LISA FISHER	Additional Representative Appointment
NORA MORENO	Parent
CRYSTAL PEREZ	Parent

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Jara ES, Manuel. 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> 72	80 - B
Domain 2: <b>School Progress</b> 80	
Domain 3: <b>Closing The Gaps</b> 79	

### 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

**Yes** 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>1. Closed knit community with a demographic of 98% Hispanic.</li> <li>2. Parent interest has increased.</li> <li>3. Attendance has increased to 95.6%</li> </ol>	<ol style="list-style-type: none"> <li>1. Transient community lends itself to low attendance / high tardy rate for a small population.</li> <li>2. Attendance and engagement for in person and virtual learners.</li> <li>3. Parental Academic Awareness &amp; Parental Involvement with academic support</li> </ol>	<ol style="list-style-type: none"> <li>1. Need to improve attendance and engagement for in person and virtual learning. Six Week Attendance Rallys with incentives for perfect attendance. Daily office calls to absent students. Book &amp; Breakfast Initiative to curb tardiness</li> <li>2. Need for daily reading interventions for 1-5th grade. Extra help teacher assistant for 1-2nd small group alternatively placed students and push in for non-readers/ failing students / alternatively placed students who are struggling. Need for push-in certified tutor to assist with 4th and 5th grade Math and reading as well as recent arrival student support in STAAR grades.</li> </ol>
<b>Student Achievement</b>	<ol style="list-style-type: none"> <li>1. Steady increase in TELPAS reading and writing at all grade levels</li> <li>2. Steady increase in Reading Levels as measured by Achieve 3000</li> <li>3.</li> </ol>	<ol style="list-style-type: none"> <li>1. Decrease in TELPAS speaking at all grade levels.</li> <li>2. 4th grade Math stagnant and two third of First Grade students are below reading levels.</li> <li>3. Students were out of a classroom setting from March-September and many missed virtual instruction for various reasons.</li> </ol>	<ol style="list-style-type: none"> <li>3. Need to connect parent involvement to academic achievement. Support parents with the use of technology. Parent academic night Activities with music and art merged into parent nights to show case fine arts. GT showcase night.</li> </ol>
<b>School Culture and Climate</b>	<ol style="list-style-type: none"> <li>1. Low staff turnover rate</li> <li>2. Large percentage of teacher volunteer hours for parent university and extra-curricular activities.</li> <li>3. Extra curricular activities for students to participate in.</li> </ol>	<ol style="list-style-type: none"> <li>1. Parental Academic Awareness &amp; Parental Involvement with academic support</li> <li>2. Low percentage of parents using technology or social media to communicate with teachers.</li> <li>3. Parents need support and training to support students in virtual setting.</li> </ol>	<ol style="list-style-type: none"> <li>4.</li> <li>5.</li> </ol>
<b>Staff Quality/ Professional Development</b>	<ol style="list-style-type: none"> <li>1. Low turnover rate</li> <li>2. High number of staff volunteer hours</li> <li>3. All highly qualified staff Common tool used for critical thinking.</li> </ol>	<ol style="list-style-type: none"> <li>1. Five new teachers with 0-3 yr experience</li> <li>2. Math scores are stagnant across grade levels especially in 4th and 5th grades.</li> <li>3. New Teachers need continued support in navigating and planning through the first teach.</li> </ol>	
<b>Curriculum, Instruction, and Assessment</b>	<ol style="list-style-type: none"> <li>1. Common Planning periods for teachers to collaborate and conduct PLCs.</li> <li>2. Teacher Leads re-deliver district PD</li> <li>3. Campus based professional development.</li> </ol>	<ol style="list-style-type: none"> <li>1. Supplemental Curriculum and or software programs needed for the alternative placed students (recent arrivals) for leveled / tiered intervention</li> <li>2. Intervention Services for the students who were alternatively placed.</li> <li>3. Reading intervention programs to support students and effectively close achievement gaps and bring them up to grade level.</li> </ol>	
<b>Family and Community Involvement</b>	<ol style="list-style-type: none"> <li>1. High parent volunteer hours for school functions.</li> <li>2. High participation in Parent University and parent events.</li> <li>3. High parent volunteer hours for school functions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase Parent academic awareness and knowledge of core support for students through community involvement and through Parent University classes</li> <li>2. Parental awareness to connect attendance and parent involvement to student achievement.</li> <li>3. Increase parental participation through virtual means since campus is likely to be closed to visitors until further notice due to COVID19.</li> </ol>	

**School Context and Organization**

1.	High level of staff commitment.	1.	Shared vision by all stakeholders, community, parents and teachers.
2.	High interest in Parent University	2.	Increase moral of teachers as they navigate virtual instruction due to COVID19.
3.	Partnership with community groups that support our students (Girls Inc and Academy 4).	3.	Continue partnership with community members through virtual means dur to COVID19.

# Academic Excellence Goals

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

Campus Name: 114 - Jara ES, Manuel

Principal: Casteneda, Angelica

Executive Director: Miguel Elizondo

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	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.	--	25.00	--	34	

### 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	Establish systems that allow teachers to engage in intentional tier 1 lesson planning aligned to our instructional curriculum and Instructional framework so that we can support support student progress and growth in reading for all grade levels by 9% by June 2021.	Provide teachers and certified tutors with instructional materials such as thinking maps, binders, intervention manual, MAP skills, lessons, F&P kits, pathblazers, pearson, prompting guides, Education Galaxy, IXL lessons.	Instructional Leadership	6/18/2021	Title I	8,000		Coaching meetings, benchmark results, tutoring plans, acquisition of materials.
2 LEP	Establish systems that allow teachers to engage in intentional tier 1 lesson planning aligned to our instructional curriculum and Instructional framework so that we can support support student progress and growth in reading for all grade levels by 9% by June 2021.	Data analyst to lead teachers in planning data informed instruction and supporting teachers in their instructional practices.	Principal	6/18/2021	Title I	79000.00		Coaching meetings, benchmark results, tutoring plans, acquisition of materials.
3 LEP	Establish systems that allow teachers to engage in intentional tier 1 lesson planning aligned to our instructional curriculum and Instructional framework so that we can support support student progress and growth in reading for all grade levels by 9% by June 2021.	Provide Education Galaxy in English and Spanish to supplement Reading and Math individual supports through a school wide license purchase. Students will utilize the programs at school in centers and at home. We will monitor through walk-throughs, lesson plans, and monthly usage reports.	Teacher(s)	6/18/2021	Local (Basic Allotment)	7,000		Coaching meetings, benchmark results, tutoring plans, acquisition of materials.
4 LEP	Establish systems that allow teachers to engage in intentional tier 1 lesson planning aligned to our instructional curriculum and Instructional framework so that we can support support student progress and growth in reading for all grade levels by 9% by June 2021.	Purchase technology to support classroom instruction and campus assessment.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	12/18/2020	SCE	4,812		Coaching meetings, benchmark results, tutoring plans, acquisition of materials.
5 LEP	Establish systems that allow teachers to engage in intentional tier 1 lesson planning aligned to our instructional curriculum and Instructional framework so that we can support support student progress and growth in reading for all grade levels by 9% by June 2021.	Purchase supplies and materials for instructional use.	Principal,Teacher(s)	11/20/2020	Title I	5,500		Coaching meetings, benchmark results, tutoring plans, acquisition of materials.

6	SPED	Establish systems that allow teachers to engage in intentional tier 1 lesson planning aligned to our instructional curriculum and Instructional framework so that we can support student progress and growth in reading for all grade levels by 9% by June 2021.	All teachers will differentiate and provide intervention based on student targets using small group guided reading and independent center IXL Reading program as measured by IXL usage reports and RTI interventions.	Teacher(s)	6/18/2021	Special Education	4,513		Coaching meetings, benchmark results, tutoring plans, acquisition of materials.
7	SPED	Establish systems that allow teachers to engage in intentional tier 1 lesson planning aligned to our instructional curriculum and Instructional framework so that we can support student progress and growth in reading for all grade levels by 9% by June 2021.	Provide IXL Intervention Program. Monitor RTI interventions and IXL usage reports monthly throughout the year.	Teacher(s)	6/18/2021	Title I	2,487		Coaching meetings, benchmark results, tutoring plans, acquisition of materials.
8	LEP	Establish systems that allow teachers to engage in intentional tier 1 lesson planning aligned to our instructional curriculum and Instructional framework so that we can support student progress and growth in reading for all grade levels by 9% by June 2021.	Accelerated Reader to monitor student independent reading level weekly through AR assessments. Correlate to MAP reports	Instructional Leadership, Teacher(s)	6/18/2021	Title I	9,000		Coaching meetings, benchmark results, tutoring plans, acquisition of materials.
9	LEP	Establish systems that allow teachers to engage in intentional tier 1 lesson planning aligned to our instructional curriculum and Instructional framework so that we can support student progress and growth in reading for all grade levels by 9% by June 2021.	Extra help teacher assistant for small group alternatively placed students and push in for non-readers/ failing students / alternatively placed students who are struggling-Title I teacher assistants to support students for targeted SE's/ skills.	Principal, Assistant Principal, Instructional Leadership	6/18/2021	Title I	42,000		Coaching meetings, benchmark results, tutoring plans, acquisition of materials.
10	LEP	Establish systems that allow teachers to engage in intentional tier 1 lesson planning aligned to our instructional curriculum and Instructional framework so that we can support student progress and growth in reading for all grade levels by 9% by June 2021.	Purchase Spanish books. Monitor through weekly book reviews.	Teacher(s)	6/18/2021	Bilingual	1,574		Coaching meetings, benchmark results, tutoring plans, acquisition of materials.
11	LEP	Establish systems that allow teachers to engage in intentional tier 1 lesson planning aligned to our instructional curriculum and Instructional framework so that we can support student progress and growth in reading for all grade levels by 9% by June 2021.	Purchase Spanish books. Monitor through weekly book reviews.	Teacher(s)	6/18/2021	Title I	1,418		Coaching meetings, benchmark results, tutoring plans, acquisition of materials.

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: 114 - Jara ES, Manuel

Principal: Casteneda, Angelica

Executive Director: Miguel Elizondo

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	25	34	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	Establish systems that allow teachers to engage in intentional tier 1 lesson planning aligned to our instructional curriculum and Instructional framework so that we can support student progress and growth in reading for all grade levels by 9% by June 2021.	Provide substitutes for planning opportunities for teachers to collaborate and plan together for standard alignment and rigorous delivery of lessons as well as new curriculum learning opportunities.	Teacher(s)	6/18/2021	Local (Basic Allotment)	8,000		Coaching meetings, benchmark results, tutoring plans, acquisition of materials
2	Establish systems that allow teachers to engage in intentional tier 1 lesson planning aligned to our instructional curriculum and Instructional framework so that we can support student progress and growth in reading for all grade levels by 9% by June 2021.	Provide additional support and opportunities for success in Math and Science targeting fourth and fifth grade students. Plan and execute Fall and Spring science and math camps for fourth and fifth grade students.	Instructional Leadership, Teacher(s)	6/18/2021	Title I	8,000		Coaching meetings, benchmark results, tutoring plans, acquisition of materials
3	LEP Establish systems that allow teachers to engage in intentional tier 1 lesson planning aligned to our instructional curriculum and Instructional framework so that we can support student progress and growth in reading for all grade levels by 9% by June 2021.	All teachers will differentiate and provide intervention based on student targets using small group guided reading and independent center IXL Math program as measured by IXL usage reports and RTI interventions. Provide IXL Math Intervention Program. Monitor RTI interventions and IXL usage reports monthly throughout the year.	Teacher(s)	6/18/2021	Title I	7,000		Coaching meetings, benchmark results, tutoring plans, acquisition of materials
4	Establish systems that allow teachers to engage in intentional tier 1 lesson planning aligned to our instructional curriculum and Instructional framework so that we can support student progress and growth in reading for all grade levels by 9% by June 2021.	Maintain GT Innovation Lab. Monitor the projects through lesson plans and walk through weekly. Provide the space and materials for the lab.	Student Support Services	6/18/2021	Gifted & Talented	209		Coaching meetings, benchmark results, tutoring plans, acquisition of materials
5	Establish systems that allow teachers to engage in intentional tier 1 lesson planning aligned to our instructional curriculum and Instructional framework so that we can support student progress and growth in reading for all grade levels by 9% by June 2021.	PD on formative assessment strategies and All in Learning usage. All in Learning license. Monitor through walk throughs and lesson plans.	Teacher(s)	6/18/2021	Title I	7,000		Coaching meetings, benchmark results, tutoring plans, acquisition of materials

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: 114 - Jara ES, Manuel

Principal: Casteneda, Angelica

Executive Director: Miguel Elizondo

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from	2	4	
	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	5	1	
	Health Related Elementary - (Target 75%) Percentage of the 30 health lessons Grades K-5 the school health teacher delivers will increase from	25	50	

### 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	Decrease OSS events from 5 to 1 by June 2021.	Recognize students who are model citizens and offer incentives through a rewards system.	Instructional Leadership, Teacher(s)	6/18/2021	Local (Basic Allotment)	970		PBIS
2 LEP	Increase the number of health lessons delivered to students by 25% by June 2021.	PE teacher will deliver health lessons once every two weeks.	Teacher(s)	6/18/2021		0		Increase health awareness
3 LEP	Increase attendance rate by 2% for in person and virtual students by June 2021.	Incentives to encourage student attendance.	Principal, Assistant Principal, Instructional Leadership	6/18/2021	Title I	1,000		Improve attendance rates.
4 LEP	Increase number of classes/workshops for families to provide 2 additional classes by June 2021.	Provide materials and resources for training by family communication liaison. Provide food for in person events.	Instructional Leadership	6/18/2021	Title I	1,000		Increase parental engagement.

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:



