

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Miller, Kendall

Campus Name: 119 - Daggett ES, 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: 70

Special Education: 13.9

Dual Language/ESL: 48.5

Gifted and Talented: 7.3

Career and Technology: 0

Percentage of at-risk students: 69.5

Percentage of English Language (EL) students: 50.3

Percentage of economically disadvantage students: 89.9

2020-2021 Campus Site-Based Committee

Name	Role
Kendall Miller	Principal
Jennifer Ramirez	Additional Representative Appointment
Katy Reed	Other
Angela Hudson	Campus Non-Teacher Professional
Stacey Haas	Teacher
Stacey Gordon	Teacher
Angela Cantrell	Teacher
Vacant	Teacher
Jen O'Connell	Parent
Maria Mendoza	Parent
Tim Baker	Parent
Jimmie Jarrett	Community Representative
Laura LaRiviere	Community Representative
Dana Wilson	Business Representative
Christina Elbitar	Business Representative

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Daggett ES, 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 60	79 - C
Domain 2: School Progress 80	
Domain 3: Closing The Gaps 75	

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	1. Daggett is 84% Hispanic, 7% White, 7% African American and 2% two or more races	1. 11 percent of students are identified as SPED compared to the district average of 8% and 9% state average.	1. Improvement of Tier 1 instruction by providing professional development, PLCs, and learning walks focused on standards based instruction.
	2.	2.	2. Students will be engaged daily in various rigorous literacy activities, to include writing, across all content areas to promote higher level thinking and intervene with students at designated times to meet the needs and address gaps in learning.
	3.	3.	3. Clearly communicate and implement expectations regarding social distancing and virtual learning to all stakeholders.
	4. Daggett is 84% Hispanic, 7% White, 7% African American and 2% two or more races.	4. 11 percent of students are identified as SPED compared to the district average of 8% and 9% state average.	4.
			5. 4. By intervening with students at designated times during the instructional day we will meet the needs and address gaps in learning.
Student Achievement	1. Campus Grade was an 81 based on 2018 Accountability.	1. High percentage of students not reading on grade level.	6. 5. With teacher input, develop student expectations for student work, campus-wide transitions and behavior.
	2.	2. Develop a plan to address meeting learning gaps due to Covid 19 School Shutdown	7.
	3.	3.	8.
	4. Campus Grade was an 79 based on 2019 Accountability.	4. High percentage of students not reading on grade level.	9.
		5. Develop a plan to address meeting learning gaps due to Covid 19 School Shutdown.	
School Culture and Climate	1. High teacher retention rate.	1. Campus wide high student expectations and uniformity of implementation of instructional practices, procedures, routines.	
	2.	2.	
	3.	3.	
	4. High teacher retention rate.	4. Campus wide high student expectations and uniformity of implementation of instructional practices, procedures, routines.	
Staff Quality/ Professional Development	1. Teachers are very willing to improve their pedagogy and instructional approaches as evidenced by spending extra time in planning with administrators.	1. Professional Development focused on Standards Based Instruction and writing across the curriculum.	
	2.	2.	
	3.	3.	
	4. Teachers are very willing to improve their pedagogy and instructional approaches as evidenced by spending extra time in planning with administrators.	4. Professional Development focused on Standards Based Instruction and writing across the curriculum.	

Curriculum, Instruction, and Assessment	1.	Neuhaus early reading program	1.	High percentage of students not reading on grade level.
	2.		2.	Writing across the curriculum
	3.		3.	Literacy strategies embedded in instructional practices across content areas.
	4.	Neuhaus early reading program.	4.	Instructional focus on standards based instruction.
			5.	Writing across the curriculum
			6.	Literacy strategies imbedded in instructional practicces across content areas.
Family and Community Involvement	1.	Stable PTA board for the past 2 years.	1.	Increase # of parents involved in volunteer opportunities.
	2.	Continued support from families at Family Academic Nights.	2.	Increase engagement of fathers in school activities and meetings.
	3.		3.	
	4.	Stable PTA board for the past 2 years.	4.	Increase # of parents involved in volunteer opportunities.
	5.	Conitnued support from families at Family Academic Nights.	5.	Increase engagement of fathers in school activities and meetings.
School Context and Organization	1.	"Top Dog" assemblies in recognition of student and staff achievements.	1.	Self Contained classrooms PK -2.
	2.		2.	Social and emotional supports for students, parents, and faculty targeting COVID-19 needs
	3.		3.	
	4.	"Top Dog" assemblies in recognition of student and staff achievements.	4.	Self Contained classrooms PK -2.

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
	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.	--	32.00	--	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 Title I	Implement a PLC Model that will allow teachers to collaborate and create common assessments and rubric to monitor Tier I Instruction effectiveness.	Develop PLC Meeting Schedule Cycle. During PLC Meeting develop rubrics for targeted high leverage TEKS. During PLC Meeting develop Common Assessment using the TEKS Resource System and District Curriculum (student work) for targeted high leverage TEKS. During PLC Meetings look at common assessments student work and track student progress. 2. Classroom Walkthroughs a. That target student engagement of Tier I Instruction	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	9/11/2020	Local (Basic Allotment)	8,000	On Target	Increased quality of Tier I instruction as observed by results on common assessments and student growth.
2 Title I	Implement a PLC Model that will allow teachers to collaborate and create common assessments and rubric to monitor Tier I Instruction effectiveness.	Conduct targeted walkthroughs to monitor Tier 1 instruction of targeted high leverage TEKS.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	9/11/2020	Local (Basic Allotment)	2,000	On Target	Increased quality of Tier I instruction as observed by results on common assessments and student growth.
3 Title I	Implement a system to monitor students reading level and growth in reading using MAP Data.	Purchase Flocabulary for teacher and student use.	Principal	9/8/2020	Local (Basic Allotment)	2,000	On Target	Students will show at least one years growth in reading. 50% or more of students at each grade level will be reading on grade level by the end of the year.
4 Title I	Implement a system to monitor students reading level and growth in reading using MAP Data.	The Campus Data Leader will desegregate and lead the campus in data discussions regarding district and campus based assessments under the direction of the principal. Purchase headphones with microphones for use with MAP Reading	Data Analyst	10/23/2020	Title I	74,681	On Target	Students will show at least one years growth in reading. 50% or more of students at each grade level will be reading on grade level by the end of the year.
5 Title I	Implement a system to monitor students reading level and growth in reading using MAP Data.	The Title I teacher and Title I Teacher Assistant will Implement an intervention schedule for reading intervention for students based on their needs.	Other,Data Analyst	9/11/2020	Title I	91,546	On Target	Students will show at least one years growth in reading. 50% or more of students at each grade level will be reading on grade level by the end of the year.

6	Title I	Implement a system to monitor students reading level and growth in reading using MAP Data.	Purchase supplies and materials needed to support the specialized needs of students in SPED.	Principal	9/11/2020	Special Education	6,199	On Target	Students will show at least one years growth in reading. 50% or more of students at each grade level will be reading on grade level by the end of the year.
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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

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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	34	50	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	Implement a PLC Model that will allow teachers to collaborate and create common assessments and rubric to monitor Tier I Instruction effectiveness focused on multi step math problems.	Develop PLC Meeting Schedule Cycle	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	9/11/2020	Bilingual	1,723	On Target	50 percent or more of students will be performing at grade level or above in math based on MAP Math Growth.
2 Title I	Implement a PLC Model that will allow teachers to collaborate and create common assessments and rubric to monitor Tier I Instruction effectiveness focused on multi step math problems.	During PLC Meeting develop rubrics for targeted high leverage TEKS.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	9/11/2020	Gifted & Talented	295	On Target	50 percent or more of students will be performing at grade level or above in math based on MAP Math Growth.
3 Title I	Implement a PLC Model that will allow teachers to collaborate and create common assessments and rubric to monitor Tier I Instruction effectiveness focused on multi step math problems.	During PLC Meeting develop Common Assessment (student work) for targeted high leverage TEKS.During PLC Meetings look at common assessments student work and track student progress.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	9/11/2020	SCE	5,544	On Target	50 percent or more of students will be performing at grade level or above in math based on MAP Math Growth.
4 Title I	Implement a PLC Model that will allow teachers to collaborate and create common assessments and rubric to monitor Tier I Instruction effectiveness focused on multi step math problems.	Conduct targeted walkthroughs to monitor Tier 1 instruction of targeted high leverage TEKS. Purchase 36 additional Chromebooks and cart to support use of MAP products at the campus level.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	9/11/2020	Title I	12,815	On Target	50 percent or more of students will be performing at grade level or above in math based on MAP Math Growth.
5 Title I	Implement a system to monitor students growth in math.	Review and analyze MAP Growth data to ensure students show a year or more worth of growth.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	9/11/2020	Local (Basic Allotment)	4,000	On Target	50% or more of students at each grade level will be on grade level in math by the end of the year based on MAP Growth.

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

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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	69	100	12/18/2020
	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	68	40	6/18/2020
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	3	4	6/18/2020

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	PBIS Committee will utilize SEL to develop interventions focused on repeat offender cohort.	Create a PBIS Committee chaired by Counselor.	Student Support Services	9/11/2020	Local (Basic Allotment)	977	On Target	

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:

