

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Sanchez, Jennifer

Campus Name: 120 - Mendoza ES, Rufino
Fort Worth ISD Mission Statement

Executive Director: Miguel Elizondo

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: 85

Special Education: 12

Dual Language/ESL: 49.5

Gifted and Talented: 15

Career and Technology: 0

Percentage of at-risk students: 81.8

Percentage of English Language (EL) students: 53.5

Percentage of economically disadvantage students: 95.5

2020-2021 Campus Site-Based Committee

Name	Role
Jennifer Sanchez	Principal
William Berenson	Business Representative
Brenda Martinez	Community Representative
Tamara Gulley	Community Representative
Dina Aguirre	Business Representative
Jessica Gutierrez	Teacher
Silvia Perez	Teacher
Jessica Becerra	District Level Staff
Monica Leffall	Campus Non-Teacher Professional
Amalia Gonzales	Parent
Dionicia Saenz	Parent
Tequita Azantilow	Additional Representative Appointment
Angie Zavala	Parent
Maria Mendoza	Teacher

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Mendoza ES, Rufino. 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 53	68 - D
Domain 2: School Progress 70	
Domain 3: Closing The Gaps 63	

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. Low mobility rate	1. Gentrification is taking hold in the neighborhood, forcing many families to move and resulting in a decrease in enrollment	1. 1. Develop campus instructional leaders with clear roles and responsibilities
	2. Families have attended Mendoza for generations - great deal of school pride	2.	2. 2. Data driven instruction
	3.	3.	3. 3. Objective-driven daily lesson plans with formative assessments
Student Achievement	1. Growth evident in 4th and 5th grade STAAR scores in Spring 2019	1. Decline in TELPAS comprehensive scores 18-19 (down to 19% proficient)	4. 4. Increase stakeholder involvement in the development and maintenance of campus culture
	2.	2. Low student outcomes in reading and math 18-19	5.
	3.	3. Resources for students and staff to comply with COVID-19 guidelines	
School Culture and Climate	1. Culture routines are established & teacher-created campus expectations in place	1. Inconsistent implementation of restorative practices and campus expectations by ALL staff members	
	2. LSSP & SEAS teachers are strong resources for PBIS & all staff strained in restorative practices	2. Need increase in quick wins and more frequent celebrations to rejuvenate staff members & students	
	3. Campus calendar of major events for entire year, including committee meetings, parent nights & testing dates	3. Miscommunications persist despite systems for communication i.e. newsletter, emails, calendar, PLCs, one pagers, handbook	
Staff Quality/ Professional Development	1. 100% of staff are now familiar with the Gradual Release of Responsibility Model	1. Not all staff are proficient in implementation of GRR model Gap in teacher knowledge and proficiency both in content and pedagogy	
	2. PLCs & faculty meetings are focuses on planning, data, and instruction	2. Staff still struggle with IPC creation and lesson planning despite extra time provided	
	3.	3. Resistance to change in practice with quick turnaround in response to data	
Curriculum, Instruction, and Assessment	1. New curriculum has more resources, especially in Math & Science, and a clear pacing guide	1. T-TESS Domains 2.3 & 2.4 and lack of resources for Dual Language	
	2. Small group instruction taking place in both Math and Reading to address student misconceptions	2. Alignment of : materials to LO in rigor and relevance; LO to standard (some classrooms); LO posted to LO taught (some classrooms)	
	3. LOs are posted daily and broken down with students in all classrooms	3. Resources to comply with COVID-19 guidelines for no sharing of materials between students	
Family and Community Involvement	1. Family nights and parent classes (Counselor and Parent Liaison lead).	1. Only a few staff actively engaged in planning and implementing family events	
	2. Met parent climate survey goal for District & gave several campus parent surveys for input	2. Materials orders and flyers not turned in by due dates, preventing purchase of materials and advance notice to parents	
	3. PTA publicizes campus events on their monthly calendar	3. Parents need support with online learning and use of technology	

School Context and Organization

1.	3 parents on SBDM & reincorporated PTA	1.	more active parental involvement in SBDM and PTA
2.	Guiding coalitions include PTA, SBDM, Lead teachers, Grade Level Chairs	2.	expand staff initiative and involvement in parent and school events
3.	Staff input sought through surveys, face-to-face meetings, PLC, staff meetings, committee meetings	3.	Maintaining effective instruction, home-school connection, and campus culture during COVID-19

Academic Excellence Goals

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

Campus Name: 120 - Mendoza ES, Rufino

Principal: Sanchez, Jennifer

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.	--	9.00	--	40%	

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	By May of 2021, 85% of teachers will be proficient in Data Driven Instruction and its best practices as measured by the Rufino Mendoza Data Meeting Rubric resulting in an increase in 3rd grade students scoring at Meets or Masters to 40%.	ILT will design and implement professional learning on Data Driven Instruction and its best practices develop the knowledge and skills needed for 85% of Data Meetings to score at or above the proficient level on the RME Data Meeting Rubric.	Instructional Leadership,Data Analyst	6/4/2021	Title I	5,000	On Target	Data Driven Instructional practices provide teachers with the information needed to close gaps in student mastery, thereby increasing student outcomes.
2 Title I	By May of 2021, 85% of teachers will be proficient in Data Driven Instruction and its best practices as measured by the Rufino Mendoza Data Meeting Rubric resulting in an increase in 3rd grade students scoring at Meets or Masters to 40%.	Campus hiring team shall hire a Data Analyst to drive Data Driven Instruction	Instructional Leadership	6/1/2020	Title I	79,611	Completed	Data Driven Instructional practices provide teachers with the information needed to close gaps in student mastery, thereby increasing student outcomes.
3 Title I	By May of 2021, 85% of teachers will be proficient in Data Driven Instruction and its best practices as measured by the Rufino Mendoza Data Meeting Rubric resulting in an increase in 3rd grade students scoring at Meets or Masters to 40%.	ILT will develop and implement professional learning on the monitoring of the Data Driven Instruction best practice of goal setting and tracking at the campus, classroom, and student level to increase student outcomes to 40% Meets or higher.	Instructional Leadership,Data Analyst	9/25/2020	Title I	3,000	On Target	Data Driven Instructional practices provide teachers with the information needed to close gaps in student mastery, thereby increasing student outcomes.
4 Title I	By May of 2021, 85% of teachers will be proficient in Data Driven Instruction and its best practices as measured by the Rufino Mendoza Data Meeting Rubric resulting in an increase in 3rd grade students scoring at Meets or Masters to 40%.	ILT will develop and implement upgraded systems for implementation and monitoring of the Data Driven Instruction best practice of goal setting and tracking at the campus, classroom, and student level to increase student outcomes to 40% Meets or Higher from 9% to 40%.	Teacher(s),Other,Data Analyst	9/25/2020	Title I	2,000	On Target	Data Driven Instructional practices provide teachers with the information needed to close gaps in student mastery, thereby increasing student outcomes.
5 Title I	By May of 2021, 85% of teachers will be proficient in Data Driven Instruction and its best practices as measured by the Rufino Mendoza Data Meeting Rubric resulting in an increase in 3rd grade students scoring at Meets or Masters to 40%.	ILT will purchase supplies, equipment and materials needed to implement strategy.	Principal,Assistant Principal,Instructional Leadership	12/11/2020	Title I	3,000	On Target	Data Driven Instructional practices provide teachers with the information needed to close gaps in student mastery, thereby increasing student outcomes.

6	Title I	By May of 2021, 85% of the teachers will be proficient in planning standards-aligned, objective-driven daily lesson plans with formative assessments that align to student needs and accelerated instruction for students performing below grade level, resulting in an increase in the number of 3rd grade students scoring at Meets or Masters to 40%.	The ILT will design and implement professional learning for objective-driven daily lesson plans with formative assessments to increase the percentage of lessons scoring at proficient or higher on the RME lesson rubric from 50% to 85%.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Other	8/31/2020	Title I	6,000	On Target	Tier 1 instruction that results in 70% of students demonstrating mastery with Tier 2 and 3 accelerated instruction that closes the gaps for the remaining 30% of students.
7	Title I	By May of 2021, 85% of the teachers will be proficient in planning standards-aligned, objective-driven daily lesson plans with formative assessments that align to student needs and accelerated instruction for students performing below grade level, resulting in an increase in the number of 3rd grade students scoring at Meets or Masters to 40%.	ILT will purchase resources, supplies, materials, and equipment needed to implement this strategy.	Instructional Leadership	10/9/2020	Title I	6,000	Not Started	Tier 1 instruction that results in 70% of students demonstrating mastery with Tier 2 and 3 accelerated instruction that closes the gaps for the remaining 30% of students.
8	Title I	By May of 2021, 85% of the teachers will be proficient in planning standards-aligned, objective-driven daily lesson plans with formative assessments that align to student needs and accelerated instruction for students performing below grade level, resulting in an increase in the number of 3rd grade students scoring at Meets or Masters to 40%.	ILT will plan and implement professional learning for accelerated instruction to close student gaps to increase the percentage of students scoring at Meets or Higher from 9% to 40%	Principal,Assistant Principal,Instructional Leadership	10/9/2020	Title I	4,000	Not Started	Tier 1 instruction that results in 70% of students demonstrating mastery with Tier 2 and 3 accelerated instruction that closes the gaps for the remaining 30% of students.
9	Title I	By May of 2021, 85% of the teachers will be proficient in planning standards-aligned, objective-driven daily lesson plans with formative assessments that align to student needs and accelerated instruction for students performing below grade level, resulting in an increase in the number of 3rd grade students scoring at Meets or Masters to 40%.	ILT will develop and implement systems and services for accelerated instruction to close student gaps and increase student outcomes to 40% Meets or Higher.	Principal,Assistant Principal,Instructional Leadership	10/9/2020	Title I	2,000	Not Started	Tier 1 instruction that results in 70% of students demonstrating mastery with Tier 2 and 3 accelerated instruction that closes the gaps for the remaining 30% of students.
10	Title I	By May of 2021, 85% of the teachers will be proficient in planning standards-aligned, objective-driven daily lesson plans with formative assessments that align to student needs and accelerated instruction for students performing below grade level, resulting in an increase in the number of 3rd grade students scoring at Meets or Masters to 40%.	ILT will purchase supplies, materials, equipment and resources needed to implement this strategy in alignment with COVID-19 protocol	Principal	11/6/2020	Local (Basic Allotment)	800	On Target	Tier 1 instruction that results in 70% of students demonstrating mastery with Tier 2 and 3 accelerated instruction that closes the gaps for the remaining 30% of students.
11	Title I	By May 2021, increase student outcomes by developing a strong school leadership team and strong planning systems that result in 85% of teachers meeting the criteria for proficient in lesson planning and data driven instruction as measured by the RME Lesson and Data Meeting Rubrics.	ILT will plan and implement professional learning that develops campus instructional leaders with clear roles and responsibilities.	Principal	4/30/2021	Title I	3,100	Not Started	An effective campus instructional leadership team with clear roles and responsibilities will develop, implement, and monitor focused improvement plans that address the causes of low performance.
12	Title I	By May 2021, increase student outcomes by developing a strong school leadership team and strong planning systems that result in 85% of teachers meeting the criteria for proficient in lesson planning and data driven instruction as measured by the RME Lesson and Data Meeting Rubrics.	Principal will develop teacher leaders by planning and implementing professional learning on PLCs.	Principal	10/30/2020	Title I	7,500	Not Started	An effective campus instructional leadership team with clear roles and responsibilities will develop, implement, and monitor focused improvement plans that address the causes of low performance.

13	Title I	By May 2021, increase student outcomes by developing a strong school leadership team and strong planning systems that result in 85% of teachers meeting the criteria for proficient in lesson planning and data driven instruction as measured by the RME Lesson and Data Meeting Rubrics.	ILT will develop and implement professional learning on planning best practices to increase the percentage of lessons scoring proficient or higher on the RME Lesson Rubric from 50% to 85%	Instructional Leadership	4/30/2021	Title I	3,000	Not Started	An effective campus instructional leadership team with clear roles and responsibilities will develop, implement, and monitor focused improvement plans that address the causes of low performance.
14	Title I	By May 2021, increase student outcomes by developing a strong school leadership team and strong planning systems that result in 85% of teachers meeting the criteria for proficient in lesson planning and data driven instruction as measured by the RME Lesson and Data Meeting Rubrics.	ILT will purchase supplies, resources, materials, and equipment needed to implement this strategy.	Principal,Assistant Principal,Instructional Leadership	11/6/2020	Local (Basic Allotment)	550	On Target	An effective campus instructional leadership team with clear roles and responsibilities will develop, implement, and monitor focused improvement plans that address the causes of low performance.
15	Title I	By May 2021, increase student outcomes by developing a strong school leadership team and strong planning systems that result in 85% of teachers meeting the criteria for proficient in lesson planning and data driven instruction as measured by the RME Lesson and Data Meeting Rubrics.	Principal will increase efficacy of systems and leadership team by planning and implementing professional learning that develops campus instructional leaders with clear roles and responsibilities.	Principal	11/6/2020	Local (Basic Allotment)	700	Not Started	An effective campus instructional leadership team with clear roles and responsibilities will develop, implement, and monitor focused improvement plans that address the causes of low performance.

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: 120 - Mendoza ES, Rufino

Principal: Sanchez, Jennifer

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		40	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	By May of 2021, 85% of teachers will be proficient in Data Driven Instruction and its best practices as measured by the Rufino Mendoza Data Meeting Rubric resulting in an increase in 3rd grade students scoring at Meets or Masters to 40%.	ILT will design and implement professional learning on Data Driven Instruction and its best practices develop the knowledge and skills needed for 85% of Data Meetings to score at or above the proficient level on the RME Data Meeting Rubric.	Assistant Principal, Instructional Leadership, Data Analyst	9/25/2020	Title I	3,000	On Target	Data Driven Instructional practices provide teachers with the information needed to close gaps in student mastery, thereby increasing student outcomes.
2 Title I	By May of 2021, 85% of teachers will be proficient in Data Driven Instruction and its best practices as measured by the Rufino Mendoza Data Meeting Rubric resulting in an increase in 3rd grade students scoring at Meets or Masters to 40%.	ILT will develop and implement upgraded systems for implementation and monitoring of the Data Driven Instruction best practice of goal setting and tracking at the campus, classroom, and student level to increase student outcomes to 40% Meets or higher.	Assistant Principal, Instructional Leadership, Data Analyst	9/25/2020	Title I	3,000	Not Started	Data Driven Instructional practices provide teachers with the information needed to close gaps in student mastery, thereby increasing student outcomes.
3 Title I	By May of 2021, 85% of teachers will be proficient in Data Driven Instruction and its best practices as measured by the Rufino Mendoza Data Meeting Rubric resulting in an increase in 3rd grade students scoring at Meets or Masters to 40%.	ILT will purchase equipment, supplies, and materials needed to implement strategy in alignment with COVID-19 protocols and guidelines	Principal, Data Analyst	10/16/2020	Title I	8,000	On Target	Data Driven Instructional practices provide teachers with the information needed to close gaps in student mastery, thereby increasing student outcomes.
4 Title I	By May of 2021, 85% of teachers will be proficient in Data Driven Instruction and its best practices as measured by the Rufino Mendoza Data Meeting Rubric resulting in an increase in 3rd grade students scoring at Meets or Masters to 40%.	ILT will purchase materials and supplies needed to implement this strategy in alignment with COVID-19 protocols and guidelines.	Principal, Assistant Principal, Instructional Leadership	10/2/2020	Local (Basic Allotment)	1,300	On Target	Data Driven Instructional practices provide teachers with the information needed to close gaps in student mastery, thereby increasing student outcomes.
5 Title I	By May of 2021, 85% of teachers will be proficient in Data Driven Instruction and its best practices as measured by the Rufino Mendoza Data Meeting Rubric resulting in an increase in 3rd grade students scoring at Meets or Masters to 40%.	ILT will purchase and implement digital data management system for assessment data in order to increase teacher proficiency in the DDI best practices of data analysis and tracking.	Principal, Data Analyst	10/9/2020	SCE	3,300	Not Started	Data Driven Instructional practices provide teachers with the information needed to close gaps in student mastery, thereby increasing student outcomes.

6	Title I	By May of 2021, 85% of teachers will be proficient in Data Driven Instruction and its best practices as measured by the Rufino Mendoza Data Meeting Rubric resulting in an increase in 3rd grade students scoring at Meets or Masters to 40%.	ILT will purchase and implement digital data management system for assessment data in order to increase teacher proficiency in the DDI best practices of data analysis and tracking.	Principal,Data Analyst	10/9/2020	Bilingual	675	Not Started	Data Driven Instructional practices provide teachers with the information needed to close gaps in student mastery, thereby increasing student outcomes.
7	Title I	By May of 2021, 85% of teachers will be proficient in Data Driven Instruction and its best practices as measured by the Rufino Mendoza Data Meeting Rubric resulting in an increase in 3rd grade students scoring at Meets or Masters to 40%.	Principal, AP and Data Analyst will increase teacher proficiency in Data Analysis through the purchase and implementation of a digital data management system for assessment data not tracked in AWARE.	Principal,Assistant Principal,Data Analyst	10/9/2020	Special Education	675	Not Started	Data Driven Instructional practices provide teachers with the information needed to close gaps in student mastery, thereby increasing student outcomes.
8	Title I	By May of 2021, 85% of the teachers will be proficient in planning standards-aligned, objective-driven daily lesson plans with formative assessments that align to student needs and accelerated instruction for students performing below grade level, resulting in an increase in the number of 3rd grade students scoring at Meets or Masters to 40%.	ILT will plan and implement professional learning for teachers on best practices for planning and implementing accelerated instruction to close student gaps.	Principal,Assistant Principal,Instructional Leadership	10/9/2020	Title I	2,000	Not Started	Tier 1 instruction that results in 70% of students demonstrating mastery with Tier 2 and 3 accelerated instruction that closes the gaps for the remaining 30% of students.
9	Title I	By May of 2021, 85% of the teachers will be proficient in planning standards-aligned, objective-driven daily lesson plans with formative assessments that align to student needs and accelerated instruction for students performing below grade level, resulting in an increase in the number of 3rd grade students scoring at Meets or Masters to 40%.	AP will plan and implement a faculty book study on Culturally Responsive Teaching and the Brain held afterschool to increase teacher proficiency in scaffolding instruction to meet the needs of ALL students.	Assistant Principal	9/25/2020	Title I	13,000	Not Started	Tier 1 instruction that results in 70% of students demonstrating mastery with Tier 2 and 3 accelerated instruction that closes the gaps for the remaining 30% of students.
10	Title I	By May of 2021, 85% of the teachers will be proficient in planning standards-aligned, objective-driven daily lesson plans with formative assessments that align to student needs and accelerated instruction for students performing below grade level, resulting in an increase in the number of 3rd grade students scoring at Meets or Masters to 40%.	ILT will purchase materials, supplies, and equipment necessary to implement the strategy.	Instructional Leadership,Teacher (s),External Stakeholder	11/20/2020	Title I	4,100	On Target	Tier 1 instruction that results in 70% of students demonstrating mastery with Tier 2 and 3 accelerated instruction that closes the gaps for the remaining 30% of students.
11	Title I	By May of 2021, 85% of the teachers will be proficient in planning standards-aligned, objective-driven daily lesson plans with formative assessments that align to student needs and accelerated instruction for students performing below grade level, resulting in an increase in the number of 3rd grade students scoring at Meets or Masters to 40%.	ILT will implement professional learning on Co-Teaching for teachers services students who receive special education or dyslexia services to increase proficiency in scaffolding instruction for their learners.	Principal,Instructional Leadership	10/30/2020	Title I	3,800	Not Started	Tier 1 instruction that results in 70% of students demonstrating mastery with Tier 2 and 3 accelerated instruction that closes the gaps for the remaining 30% of students.
12	Title I	By May of 2021, 85% of the teachers will be proficient in planning standards-aligned, objective-driven daily lesson plans with formative assessments that align to student needs and accelerated instruction for students performing below grade level, resulting in an increase in the number of 3rd grade students scoring at Meets or Masters to 40%.	The Librarian will increase student access to culturally relevant fiction and non-fiction books for application of learning and research.	Principal,Other	10/30/2020	Title I	4,826	Not Started	Tier 1 instruction that results in 70% of students demonstrating mastery with Tier 2 and 3 accelerated instruction that closes the gaps for the remaining 30% of students.

13	Title I	By May of 2021, 85% of the teachers will be proficient in planning standards-aligned, objective-driven daily lesson plans with formative assessments that align to student needs and accelerated instruction for students performing below grade level, resulting in an increase in the number of 3rd grade students scoring at Meets or Masters to 40%.	ILT will purchase supplies, equipment, resources and material needed to implement this strategy.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Other	11/27/2020	SCE	264	On Target	Tier 1 instruction that results in 70% of students demonstrating mastery with Tier 2 and 3 accelerated instruction that closes the gaps for the remaining 30% of students.
14	Title I	By May of 2021, 85% of the teachers will be proficient in planning standards-aligned, objective-driven daily lesson plans with formative assessments that align to student needs and accelerated instruction for students performing below grade level, resulting in an increase in the number of 3rd grade students scoring at Meets or Masters to 40%.	ILT will purchase supplies, equipment, resources and material needed to implement this strategy with Bilingual students.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	11/6/2020	Bilingual	364	Not Started	Tier 1 instruction that results in 70% of students demonstrating mastery with Tier 2 and 3 accelerated instruction that closes the gaps for the remaining 30% of students.
15	Title I	By May of 2021, 85% of the teachers will be proficient in planning standards-aligned, objective-driven daily lesson plans with formative assessments that align to student needs and accelerated instruction for students performing below grade level, resulting in an increase in the number of 3rd grade students scoring at Meets or Masters to 40%.	ILT will purchase supplies, equipment, resources and material needed to implement this strategy with Special Education students.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	10/30/2020	Special Education	2,019	Not Started	Tier 1 instruction that results in 70% of students demonstrating mastery with Tier 2 and 3 accelerated instruction that closes the gaps for the remaining 30% of students.
16	Title I	By May of 2021, 85% of the teachers will be proficient in planning standards-aligned, objective-driven daily lesson plans with formative assessments that align to student needs and accelerated instruction for students performing below grade level, resulting in an increase in the number of 3rd grade students scoring at Meets or Masters to 40%.	ILT will purchase supplies, equipment, resources and material needed to implement this strategy with GT students.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	12/4/2020	Gifted & Talented	281	Not Started	Tier 1 instruction that results in 70% of students demonstrating mastery with Tier 2 and 3 accelerated instruction that closes the gaps for the remaining 30% of students.
17	Title I	By May 2021, increase student outcomes by developing a strong school leadership team and strong planning systems that result in 85% of teachers meeting the criteria for proficient in lesson planning and data driven instruction as measured by the RME Lesson and Data Meeting Rubrics.	ILT will develop and implement professional learning on planning best practices resulting in 85% of lesson plans scoring proficient or higher on the RME Lesson Rubric.	Principal,Assistant Principal,Instructional Leadership	4/30/2021	Title I	3,000	Not Started	An effective campus instructional leadership team with clear roles and responsibilities will develop, implement, and monitor focused improvement plans that address the causes of low performance.
18	Title I	By May 2021, increase student outcomes by developing a strong school leadership team and strong planning systems that result in 85% of teachers meeting the criteria for proficient in lesson planning and data driven instruction as measured by the RME Lesson and Data Meeting Rubrics.	ILT will purchase supplies, equipment, resources and material needed to implement this strategy.	Principal,Assistant Principal,Instructional Leadership	11/27/2020	Title I	3,000	Not Started	An effective campus instructional leadership team with clear roles and responsibilities will develop, implement, and monitor focused improvement plans that address the causes of low performance.
19	Title I	By May 2021, increase student outcomes by developing a strong school leadership team and strong planning systems that result in 85% of teachers meeting the criteria for proficient in lesson planning and data driven instruction as measured by the RME Lesson and Data Meeting Rubrics.	Principal will design and implement professional learning for the Administrative Team to increase their knowledge of and proficiency in effective leadership practices.	Principal,Assistant Principal,Other,Data Analyst	10/30/2020	Title I	800	Not Started	An effective campus instructional leadership team with clear roles and responsibilities will develop, implement, and monitor focused improvement plans that address the causes of low performance.

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: 120 - Mendoza ES, Rufino

Principal: Sanchez, Jennifer

Executive Director: Miguel Elizondo

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	28%	50%	January 8, 2021
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	12%	6%	June 1, 2021
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	90%	95%	June 1, 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	By December 2020, develop a system for parental involvement that aligns with CDC guidelines and COVID-19 protocols, including virtual engagement, including but not limited to a marketing campaign to increase student enrollment/registration and virtual parental involvement opportunities, that results in an increase of at least 10% in the number of parents enrolled in Parent Portal and participating in events.	The parent liaison and community involvement committee will coordinate with the FW Museum of Science to plan and implement a Science Night that adheres to COVID-19 protocols and CDC Guidelines and provides an opportunity for recruitment into Parent Portal.	Principal	4/6/2021	Title I	750.00	Not Started	10 % minimum increase in parental involvement and percentage of parents enrolled in Parent Portal.
2 Title I	By December 2020, develop a system for parental involvement that aligns with CDC guidelines and COVID-19 protocols, including virtual engagement, including but not limited to a marketing campaign to increase student enrollment/registration and virtual parental involvement opportunities, that results in an increase of at least 10% in the number of parents enrolled in Parent Portal and participating in events.	The parent liaison and Campus Culture Team will secure materials, equipment, supplies, and resources for each family to participate in our virtual family events from home.	Principal,Other	5/28/2021	Title I	1,307	Not Started	10 % minimum increase in parental involvement and percentage of parents enrolled in Parent Portal.
3 Title I	By December 2020, develop a system for parental involvement that aligns with CDC guidelines and COVID-19 protocols, including virtual engagement, including but not limited to a marketing campaign to increase student enrollment/registration and virtual parental involvement opportunities, that results in an increase of at least 10% in the number of parents enrolled in Parent Portal and participating in events.	The parent liaison and Campus Culture Team will plan food to increase stakeholder participation in the learning environment for family involvement events.	Principal,Other	5/6/2021	Title I	300	Not Started	10 % minimum increase in parental involvement and percentage of parents enrolled in Parent Portal.
4 Title I	By December 2020, develop a system for parental involvement that aligns with CDC guidelines and COVID-19 protocols, including virtual engagement, including but not limited to a marketing campaign to increase student enrollment/registration and virtual parental involvement opportunities, that results in an increase of at least 10% in the number of parents enrolled in Parent Portal and participating in events.	The Parent Liaison will support parent involvement, parent education, and enrollment in Parent Portal through classes for parents, co-planning of events, volunteer coordinating, and support of the PTA.	Principal	9/1/2020	Title I	12,000	Completed	10 % minimum increase in parental involvement and percentage of parents enrolled in Parent Portal.

5	Title I	Retain effective, well-supported teachers through comprehensive strategies that include wellness activities designed to promote balanced and healthy lifestyles.	Materials , equipment, resources, and supplies to implement this strategy.	Principal,Instructional Leadership,Other	6/2/2021	Local (Basic Allotment)	200	Not Started	Increased focus on wellness activities that promote balance and healthy lifestyles will provide staff with strategies and events that relieve stress and build community.
6	Title I	Upgrade and implement PBIS system on campus, incorporating TBRI strategies and restorative practices, to build collaborative student and staff culture built on the Mighty Trojan Way - R.I.S.E. (Respect, Include, Succeed, Engage).	Develop and implement guidance lessons on The Mighty Trojan Way - Together we R.I.S.E., including materials, resources, supplies and equipment needed to implement this strategy.	Principal,Student Support Services	10/30/2020	Title I	2,000	On Target	Increase respect and skills in deescalation and problem solving resulting in decreased duplicate incident referrals.
7	Title I	Upgrade and implement PBIS system on campus, incorporating TBRI strategies and restorative practices, to build collaborative student and staff culture built on the Mighty Trojan Way - R.I.S.E. (Respect, Include, Succeed, Engage).	Hire Cafeteria Monitor to assist with PBIS during lunch times.	Principal	10/9/2020	Local (Basic Allotment)	2,250	On Target	Increase respect and skills in deescalation and problem solving resulting in decreased duplicate incident 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:

