

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

**Principal:** Fuentes, Debora

**Campus Name:** 135 - Van Zandt-Guinn ES  
**Fort Worth ISD Mission Statement**

**Executive Director:** Susan Hernandez

*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: 30

Special Education: 8.3

Dual Language/ESL: 22.1

Gifted and Talented: 3.5

Career and Technology: 0

Percentage of at-risk students: 66.4

Percentage of English Language (EL) students: 23.6

Percentage of economically disadvantage students: 96.7

### 2020-2021 Campus Site-Based Committee

Name	Role
Debora Fuentes	Principal
Joyce Thomas	Other
Tracee Culpepper	Other
Gina Morris	Teacher
Francine Shelton	Teacher
Melvina Malave	Teacher
Jasmine Posada	Community Representative
Patty Cote	District Level Staff
Maria Jesus Gonzalez	Parent
Lorna Payton	Campus Non-Teacher Professional
Linda Jones	Campus Non-Teacher Professional
Charla Masters	Campus Non-Teacher Professional
Fernando Sanchez	Teacher
Stephanie Jackson	Business Representative
Dani Bartells	Community Representative
Joe Pereira	Business Representative

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Van Zandt-Guinn ES. 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> 51	<b>73 - C</b>
Domain 2: <b>School Progress</b> 74	
Domain 3: <b>Closing The Gaps</b> 71	

### 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

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>70% of teachers have been teaching for 5+ years. (ESF 3.1)</li> <li>Diverse staff (33% AA, 22% H and 41% W) and students (59% AA, 40% H and 1% W).</li> <li>We serve a cohort of 18 3 year olds every year.</li> </ol>	<ol style="list-style-type: none"> <li>40% of students not logging in to Learning at Home.</li> <li>High mobility rate (33%) &amp; Economically Disadvantaged (96%).</li> <li>95.13 Average Daily Attendance</li> </ol>	<ol style="list-style-type: none"> <li>Create systematic and consistent practices for Data Driven Instruction. (ESF 5.3)</li> <li>Implement Social Emotional support for all students and families through intentional and planned "Circle" time implemented with fidelity. (ESF 3.1)</li> </ol>
<b>Student Achievement</b>	<ol style="list-style-type: none"> <li>71% of 5th graders were on track to meet growth targets in Reading.</li> <li>Kindergarten had the most students who earned AR points per student.</li> <li>"Reading is my Superpower" allowed us to do a huge push for reading as well as other reading initiatives.</li> </ol>	<ol style="list-style-type: none"> <li>High percentage of 4th grade students were not projected to meet their growth targets.</li> <li>High percentage of students not reading on grade level by the end of 2nd grade.</li> <li>Low percentage of students identified GT (6%).</li> </ol>	<ol style="list-style-type: none"> <li>Improve Tier 1 instruction to accelerate all students and give them access to grade level expectations. (ESF 5.3)</li> <li>Targeted interventions for all students to address exacerbated gaps created due to Covid-19. (ESF 5.3)</li> <li>Monitor that writing is happening in all content areas as authentic student work. (ESF 5.3)</li> </ol>
<b>School Culture and Climate</b>	<ol style="list-style-type: none"> <li>Awards ceremonies and Tiger Store consistently took place this year every six weeks and celebrations and recognitions happened weekly. (ESF 3.1)</li> <li>Low turnover rate.</li> <li>Number of referrals and suspensions decreased by 50% and weekly social emotional lessons for all grade levels took place. (ESF 3.1)</li> </ol>	<ol style="list-style-type: none"> <li>Consistent implementation of PBIS. (ESF 3.1)</li> <li>Better understanding of restorative practices. (ESF 3.1)</li> <li>Teaching online has created some confusion and burnout amongst teachers.</li> </ol>	
<b>Staff Quality/ Professional Development</b>	<ol style="list-style-type: none"> <li>Four Week Cycle PLCs consistently implemented and improved throughout the school year. (ESF 5.3)</li> <li>Every content teacher received the support from an instructional coach. (ESF 5.3)</li> <li>Staff completed Book Study: "The Fundamental Five" and monthly Learning Walks. (ESF 5.3)</li> </ol>	<ol style="list-style-type: none"> <li>Lack of opportunities for vertical alignment and DDI. (ESF 5.3)</li> <li>With all professional development moved to a virtual setting, it is difficult to determine the effectiveness on individual teachers and the impact it has on instruction. (ESF 3.1 &amp; 5.3)</li> <li>Social Emotional training needed for teachers to implement daily support to students during consistent scheduled "circle" time. (ESF 3.1)</li> </ol>	
<b>Curriculum, Instruction, and Assessment</b>	<ol style="list-style-type: none"> <li>Majority of teachers followed the IPCs to create weekly lesson plans. (ESF 5.3)</li> <li>Consistent "We will/I will" statements posted in most classrooms. (ESF 5.3)</li> <li>School-wide F&amp;P testing during BOY, MOY and EOY. (ESF 5.3)</li> </ol>	<ol style="list-style-type: none"> <li>A pattern of misalignment between objective posted and rigor of daily instruction. (ESF 5.3)</li> <li>Writing not consistently taught across the grade levels and across content areas. (ESF 5.3)</li> <li>Too many assessments/programs and little training (or late training) on how to utilize the data and effectively use it to make instructional decisions. (ESF 5.3)</li> </ol>	

<b>Family and Community Involvement</b>	1.	Parent Communications Coordinator hired in Dec. 2019. (ESF 3.1)	1.	We do not have a PTA and do not have a school marquee that allows us to communicate important information for parents who do not have social media accounts. (ESF 3.1)
	2.	Fort Worth Children's Partnership sponsors snacks and funding for most family activities. (ESF 3.1)	2.	High percentage of parents lack the skills necessary and resources to adequately support online learning. (ESF 3.1)
	3.	Principal keeps open-door policy; parents are welcome to meet the principal to share their concerns. (ESF 3.1)	3.	Parent-teacher conferences need to be have a structure and focus on student individual academic and sociol-emotional goals to lead to meaningful partnerships. (ESF 3.1)
<b>School Context and Organization</b>	1.	Master Calendar created by administrators with teacher input, available to all from beginning of the school year and updated regularly and accurately by TIE. (ESF 3.1)	1.	Systematic leadership binder checks to inform effectiveness of teacher-student conferences and steps taken to ensure student growth. (ESF 3.1 & 5.3)
	2.	Fort Worth Children's Partnership and other community partners support Van Zandt-Guinn's students and teachers by providing resources that enhance their experience and effectiveness. (ESF 3.1)	2.	Display of school-wide, classroom and individual student data and visual representations of our strengths and areas of need to keep all stakeholders informed of our academic and achievement trends. (ESF 3.1 & 5.3)
	3.	Weekly Memo from pincipal sent out every week with upcoming information, reminders and weekly instructional focus. (ESF 3.1 & 5.3)	3.	Create more specific process maps for M-TSS (RTI), PBIS, GT, interventions, parent communication, attendance issues, etc. (ESF 3.1 & 5.3)

# Academic Excellence Goals

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

Campus Name: 135 - Van Zandt-Guinn ES

Principal: Fuentes, Debora

Executive Director: Susan Hernandez

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.	--	31.00	--	47	
	Literacy - All K-5th students will increase 1.5 years in reading levels as assessed by Fountas & Pinell.					EOY
	Data-Driven Instruction - All students in 1st - 5th will articulate at least one of their personal goal for their academic achievement for the year.					EOY
						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	Data-Driven Instruction - Administrators will guide teachers through the research based methodology of utilizing data to inform instruction and implement effective reteaching & reassessment cycles. (ESF 5.3)	100% of content teachers will systematically utilize the data provided by the data analyst to make informed decisions about Tier 1 teaching, interventions and ongoing assessments. (ESF 5.3)	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	5/28/2021	Title I	66,000	On Target	All K-5th students will increase 1.5 years in reading levels as assessed by Fountas & Pinell by May 2021.
2 Title I	Data-Driven Instruction - Administrators will guide teachers through the research based methodology of utilizing data to inform instruction and implement effective reteaching & reassessment cycles. (ESF 5.3)	Teachers will complete "Driven by Data 2.0" book study, conceptualize its theory and implement the processes to effectively respond to data. (ESF 5.3)	Principal,Instructional Leadership,Teacher(s)	9/28/2020	Local (Basic Allotment)	600	On Target	All K-5th students will increase 1.5 years in reading levels as assessed by Fountas & Pinell by May 2021.
3 Title I	Authentic Writing in all Content Areas - Teachers will incorporate writing into all subject areas and students will demonstrate knowledge and the writing process skills will be implemented throughout the day and more specifically in Reading and Science. (ESF 5.3)	100% of K-5th students will participate in weekly science activities in the lab that target grade level skills/TEKS and will keep an updated and interactive Science journal as a way to integrate authentic writing about the learning. (ESF 5.3)	Principal,Assistant Principal,Teacher (s),Other	11/20/2020	Title I	27283.00	Not Started	Increase the quality of students' written responses to help us evaluate the rigor of teaching and level of individual student understanding of content-specific material. (ESF 5.3)
4 Title I	Authentic Writing in all Content Areas - Teachers will incorporate writing into all subject areas and students will demonstrate knowledge and the writing process skills will be implemented throughout the day and more specifically in Reading and Science. (ESF 5.3)	Authentic Student Work Seminars - Teachers will participate in a series of workshops to increase knowledge and expertise in generating authentic work products. (ESF 5.3)	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	12/18/2020	Gifted & Talented	180	Not Started	Increase the quality of students' written responses to help us evaluate the rigor of teaching and level of individual student understanding of content-specific material. (ESF 5.3)
5 Title I	Authentic Writing in all Content Areas - Teachers will incorporate writing into all subject areas and students will demonstrate knowledge and the writing process skills will be implemented throughout the day and more specifically in Reading and Science. (ESF 5.3)	Authentic Spanish Literature - DL teachers will utilize authentic literature to increase the accuracy and effectiveness of students' reading and writing outcomes. (ESF 5.3)	Principal,Teacher(s)	12/18/2020	Bilingual	484	Not Started	Increase the quality of students' written responses to help us evaluate the rigor of teaching and level of individual student understanding of content-specific material. (ESF 5.3)

6	SPED	Differentiated Instruction - Teachers will utilize data to provide differentiated and targeted instruction daily and weekly during tier 1 instruction, small group and other specified times. (ESF 3.1 & 5.3)	Reteach Camps - Special Education & Tier 3 students will participate in weekly "Reteach Camps" to receive targeted high leverage TEKS exposure and review of foundational skills. (ESF 5.3)	Principal,Teacher (s),Other,Data Analyst	11/20/2020	Special Education	2,445	Not Started	All students, including Special Education and Tier 3 students, will increase 1.5 years in reading as assessed by Fountas & Pinnell. They will have additional opportunities daily and weekly to receive extra practice in high-leverage TEKS and foundational skills. (ESF 5.3)
7	SPED	Differentiated Instruction - Teachers will utilize data to provide differentiated and targeted instruction daily and weekly during tier 1 instruction, small group and other specified times. (ESF 3.1 & 5.3)	School-wide Intervention Block & Acceleration - The first 30 minutes of the instructional day will be allocated for a school-wide intervention; every teacher will receive additional support from another staff member daily. Monday - Thursday will be reserved to provide interventions & Fridays will be specifically for acceleration purposes for students on or above grade level. (ESF 5.3)	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	11/20/2020	SCE	3,324	Not Started	All students, including Special Education and Tier 3 students, will increase 1.5 years in reading as assessed by Fountas & Pinnell. They will have additional opportunities daily and weekly to receive extra practice in high-leverage TEKS and foundational skills. (ESF 5.3)
8	SPED	Differentiated Instruction - Teachers will utilize data to provide differentiated and targeted instruction daily and weekly during tier 1 instruction, small group and other specified times. (ESF 3.1 & 5.3)	Selected 2nd - 5th grade students will participate in project based learning in order to accelerate their learning and increase their technological expertise. (ESF 3.1 & 5.3)	Other,Data Analyst	3/12/2021	Title I	40,293	Not Started	All students, including Special Education and Tier 3 students, will increase 1.5 years in reading as assessed by Fountas & Pinnell. They will have additional opportunities daily and weekly to receive extra practice in high-leverage TEKS and foundational skills. (ESF 5.3)
9	SPED	Differentiated Instruction - Teachers will utilize data to provide differentiated and targeted instruction daily and weekly during tier 1 instruction, small group and other specified times. (ESF 3.1 & 5.3)	Leadership Binders - Students will manage their data by documented their goals, actions steps and progress using the grade-level appropriate trackers and will build a personal portfolio by including authentic work samples that meet certain criteria based on a rubric. (ESF 3.1 & 5.3)	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	11/20/2020	Local (Basic Allotment)	2,000	Not Started	All students, including Special Education and Tier 3 students, will increase 1.5 years in reading as assessed by Fountas & Pinnell. They will have additional opportunities daily and weekly to receive extra practice in high-leverage TEKS and foundational skills. (ESF 5.3)

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: 135 - Van Zandt-Guinn ES

Principal: Fuentes, Debora

Executive Director: Susan Hernandez

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	23	47	EOY
	100% of students will receive SEL daily and weekly lessons provided by homeroom teachers and student support staff. (ESF 3.1)			

### 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	Daily Circle Time & weekly SEL lessons provided by student support staff and elective teachers.	Restorative Practices - every teacher will use the Restorative Practices Toolkit to effectively and consistently implement daily circle time. (ESF 3.1)	Principal,Teacher(s)	10/30/2020	Local (Basic Allotment)	4,500	Not Started	Students will use self-control, self-awareness, social awareness and empathy and will be able to articulate their emotions and find appropriate coping skills to stressful situations and interactions.
2 Title I	Daily Circle Time & weekly SEL lessons provided by student support staff and elective teachers.	Authentic Representation Through Literacy - we will increase the access to books in the library where students are being exposed to authors and characters that share their backgrounds. (ESF 3.1)	Principal,Other	11/20/2020	Local (Basic Allotment)	2,000	Not Started	Students will use self-control, self-awareness, social awareness and empathy and will be able to articulate their emotions and find appropriate coping skills to stressful situations and interactions.
3	Reading Culture & Reading Theme - The expectation of reading daily will be embedded in all the academic conversations we have with students and parents. (ESF 3.1)	Books Fair & RIF - we will sponsor at least two book fairs where students will have the opportunity to "buy" books for free and create a personal school and home library to use during DEAR, homework, etc. (ESF 3.1)	Principal,Other	2/26/2021	Local (Basic Allotment)	6,295	Not Started	Every child and every parent will know that are theme is "Read & Be Kind." Children will know that KIND stands for two things: to be nice, but also that KIND is an acronym that stands for: knowledgeable, important, neat and kind. (ESF 3.1)

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: 135 - Van Zandt-Guinn ES

Principal: Fuentes, Debora

Executive Director: Susan Hernandez

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	0	20%	May 2021
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	50%	25%	May 2021
	Health Related Elementary - (Target 75%) Percentage of the 30 health lessons Grades K-5 the school health teacher delivers will increase from	no baseline data	50%	May 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	Family Engagement - 80% of families will be actively engaged in communication with teachers via ClassDojo and will be able to articulate the EOY grade level expectations for reading. (ESF 3.1)	Family Liaison - Will help build strong relationships between school and home by clearly communicating and supporting parents. (ESF 3.1)	Principal, Other	10/30/2020	Title I	9,000	On Target	We will inform parents in the process of reaching students' goals by being very explicit about the expected learning outcome for the school year. Parents must understand the EOY goals and the steps students need to take and the support they need to accomplish their academic goals. (ESF 3.1)
2 Title I	Family Engagement - 80% of families will be actively engaged in communication with teachers via ClassDojo and will be able to articulate the EOY grade level expectations for reading. (ESF 3.1)	Family Engagement Events - Empower families to be active participants of students' academic achievement by providing them information necessary for them to successfully support at home with daily reading, homework and SEL. (ESF 3.1)	Principal, Other	5/28/2021	Title I	1,508	Not Started	We will inform parents in the process of reaching students' goals by being very explicit about the expected learning outcome for the school year. Parents must understand the EOY goals and the steps students need to take and the support they need to accomplish their academic goals. (ESF 3.1)

3	Title I	Family Engagement - 80% of families will be actively engaged in communication with teachers via ClassDojo and will be able to articulate the EOY grade level expectations for reading. (ESF 3.1)	Thinking Maps & Foldables - as part of the authentic student work initiative, leadership members will complete a virtual seminar and redeliver the information with teachers. We will purchase the site license in order to have unlimited access to the information and the thinking maps and other resources. (ESF 3.1)	10/30/2020	Local (Basic Allotment)	5,000	Not Started	We will inform parents in the process of reaching students' goals by being very explicit about the expected learning outcome for the school year. Parents must understand the EOY goals and the steps students need to take and the support they need to accomplish their academic goals. (ESF 3.1)
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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:

