

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Fracassi, Danny

Campus Name: 144 - Mitchell Boulevard ES
Fort Worth ISD Mission Statement

Executive Director: David Saenz

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: 40

Special Education: 8.1

Dual Language/ESL: 27.9

Gifted and Talented: 4.8

Career and Technology: 0

Percentage of at-risk students: 61.7

Percentage of English Language (EL) students: 28.3

Percentage of economically disadvantage students: 96.2

2020-2021 Campus Site-Based Committee

Name	Role
Aileen Martina	Principal
Julie Rowe	Teacher
Janae Capshaw	Teacher
Marjorie Garay	Teacher
Guadalupe Garcia	Teacher
Amanda Tiede	Campus Non-Teacher Professional
Terra Guillory	Parent
Richie Upchurch	Parent
Dennis Ramirez	Additional Representative Appointment
Rebecca Shanlever	Business Representative
Fanny Perez	Additional Representative Appointment
James Rice	Community Representative
Clara Elliott	District Level Staff
Guadalupe Garcia	Teacher
Albert Briones	Teacher

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Mitchell Boulevard 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: Student Achievement 56	72 - C
Domain 2: School Progress 72	
Domain 3: Closing The Gaps 72	

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:

the Fort Worth ISD School Board;

the Texas Education Code;

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.
Demographics	1. All identified Bil/ESL students are placed with Highly qualified teachers.	1. 29% of the student population is identified as ELL.	1. Increase student achievement (add to CIP: LLI during intervention block Materials, supplies and technology will be provided to enhance instruction. Afternoon school tutoring and Saturday school will be offered for struggling students (snacks will be prov
	2. All identified GT students are placed with GT certified teachers and are receiving services by a GT certified teacher.	2. The percentage of students identified for GT continues to be low.	
	3. All identified dyslexia students receive services with dyslexia teacher.	3. Continue RTI process to identify students with dyslexia.	3. Improve school culture (add to CIP: Continue roll out of Restorative Practice implementation. Increase number of parent participation in workshops and family events.
	4. All identified Bil/ESL students are placed with Highly qualified teachers.	4. 29% of the student population is identified as ELL.	
	5. All identified GT students are placed with GT certified teachers and are receiving services by a GT certified teacher.	5. The percentage of students identified for GT continues to be low.	5. Improve the social, emotional needs of students. (add to CIP: Materials, supplies, technology and professional development will be provided to teachers and staff to continue to improve the social emotional needs of the students).
	6. All identified dyslexia students receive services with dyslexia teacher.	6. Continue RTI process to identify students with dyslexia.	
Student Achievement	1. Most recent data from the January benchmarks shows 5th grade math as an area of strength. 78% of the 5th grade students are at the approaches level, 53% are at the meets level and 29% are at the masters level. 4th grade reading is another area of strength. 67% of the 4th grade students are at the approaches level for reading, 29% are at the meets level and 21% are at the masters level.	1. Based on the January benchmark test, 3rd grade reading shows as an area of struggle. 45% of 3rd grade students (regular program) and 17% of 3rd grade (DL program) are at approaches level, 12% (Regular program) and 0% (DL program) are at the meets level and 7% (RP), 0% (DL program) are at the masters level. We need to purchase more books for the library and classroom libraries to support our reading program. We need to provide supplies, materials and additional technology to support teachers with instruction in the classroom.	7.
	2.	2.	
	3.	3.	
	4. Most recent data from the January benchmarks shows 5th grade math as an area of strength. 78% of the 5th grade students are at the approaches level, 53% are at the meets level and 29% are at the masters level. 4th grade reading is another area of strengt	4. Based on the January benchmark test, 3rd grade reading shows as an area of struggle. 45% of 3rd grade students (regular program) and 17% of 3rd grade (DL program) are at apporaches level, 12% (Regular program) and 0% (DL program) are at the meets level a	

School Culture and Climate	1.	School culture and climate has been a strength for the campus. Morning arrival, hall transitions and afternoon dismissal procedures have improved since the beginning of the school year. Administrators collaborate with the staff, parents and community members to reflect on current practices and make adjustments for continuous improvement. Designated Restorative Practice Specialist for our campus has been working closely with teachers with the most severe behavior students.	1.	Teachers will continue to receive Restorative Practice and TBRI trainings. We will provide classes and workshops for parents to help increase parental involvement and continue to improve school culture. Purchase supplies and materials to enhance the parental involvement program. Provide refreshments during Family Nights and other family events.
	2.		2.	
	3.		3.	
	4.	School culture and climate has been a strength for the campus. Morning arrival, hall transitions and afternoon dismissal procedures have improved since the beginning of the school year. Administrators collaborate with the staff, parents and community me	4.	Teachers will continue to receive Restorative Practice and TBRI trainings. We will provide classes and workshops for parents to help increase parental involvement and continue to improve school culture. Purchase supplies and materials to enhance the paren
Staff Quality/ Professional Development	1.	Targeted professional development was provided this year to address school culture and emotional/behavior challenges of students. Teachers and other staff members attended the Ron Clark Academy. Fifth grade attended Restorative Practice training. The number of student discipline referrals has decreased. Teachers and staff will continue to receive PD to help improve social/emotional needs of the students and improve school culture.	1.	The school continues to show a need to address emotional/behavior challenges of students. We will continue to provide professional development on social emotional strategies to support the school culture and the social emotional needs of the students.
	2.		2.	
	3.		3.	
	4.	Targeted professional development was provided this year to address school culture and emotional/behavior challenges of students. Teachers and other staff members attended the Ron Clark Academy. Fifth grade attended Restorative Practice training. The nu	4.	The school continues to show a need to address emotional/behavior challenges of students. We will continue to provide professional development on social emotional strategies to support the school culture and the social emotional needs of the students.

Curriculum, Instruction, and Assessment	1.	Instructional Coaches with the collaboration with master teachers and classroom teachers utilized TRS (Texas Resource System) during planning days and data meetings to create a cohesive plan for instruction, data practices and assessment based on standards.	1.	Instructional coaches and master teachers will continue to assist in the use of TRS and in the creation of IPCs, and instructional alignment during planning days. Instructional coaches and master teachers will continue to provide PD on aggressive monitoring and will monitor its implementation. The SBDM Committee recommended the addition of a data analyst to provide assistance to campus leadership and staff around data analysis and verification, training and building capacity to improve instruction through data-driven decision-making.
	2.		2.	
	3.		3.	
	4.	Instructional Coaches with the collaboration with master teachers and classroom teachers utilized TRS (Texas Resource System) during planning days and data meetings to create a cohesive plan for instruction, data practices and assessment based on standard	4.	Instructional coaches and master teachers will continue to assist in the use of TRS and in the creation of IPCs, and instructional alignment during planning days. Instructional coaches and master teachers will continue to provide PD on aggressive monitor
Family and Community Involvement	1.	The school staff maintains positive relationships with families and with the community to support student learning. Parental involvement has increased since last year. The school highlights academic and school culture related successes via social media.	1.	The Parent Communications Liaison will continue to provide workshop for parents and motivate parents to become more involved.
	2.		2.	
	3.		3.	
	4.	The school staff maintains positive relationships with families and with the community to support student learning. Parental involvement has increased since last year. The school highlights academic and school culture related successes via social media.	4.	The Parent Communications Liaison will continue to provide workshop for parents and motivate parents to become more involved.
School Context and Organization	1.	The Leadership Team, teachers and students use monitoring tools to track student progress. The Leadership Team and Master Teachers monitor quality of instruction and provide schedules and procedures to ensure that instructional time is maximized and to ensure the safety of the students and staff and to maintain order at all times.	1.	All teachers and students will continue to use data and data trackers to track academic progress.
	2.		2.	
	3.		3.	
	4.	The Leadership Team, teachers and students use monitoring tools to track student progress. The Leadership Team and Master Teachers monitor quality of instruction and provide schedules and procedures to ensure that instructional time is maximized and to	4.	All teachers and students will continue to use data and data trackers to track academic progress.

