

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Angel, Aura

Campus Name: 143 - Mcrae ES, D.

Executive Director: Susan Hernandez

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: 85

Special Education: 11.3

Dual Language/ESL: 63.2

Gifted and Talented: 6.8

Career and Technology: 0

Percentage of at-risk students: 84.7

Percentage of English Language (EL) students: 68.4

Percentage of economically disadvantage students: 95.2

2020-2021 Campus Site-Based Committee

Name	Role
Aura Angel	Principal
Traneshia Fisher	Other
Sam Chavez	Community Representative
Rozanne Lopez	District Level Staff
Moraima Rivas	Campus Non-Teacher Professional
Ana Gonzalez	Teacher
Ronald Johnson	Teacher
Aurora Aguiniga	Teacher
Theresa Prado	Teacher
Regina Munguia	Campus Non-Teacher Professional
Cynthia Flores	District Level Staff
Alejandra Barrios	Parent
Dulce Barragan	Parent
Michelle Diaz	Parent

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Mcrae ES, D..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 65	68 - D
Domain 2: School Progress 73	
Domain 3: Closing The Gaps 56	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievemnt 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	<ol style="list-style-type: none"> Enrollment-626 AA-55 Hispanic-566 Two or More-19 White- 10 RP-198 LEP-333 SPED-74 Gifted-26 Dyslexia-17 Increase 3rd grade LEP students meeting Math grade level expectations. Increase in 5th grade LEP students meeting Reading grade level standards. 	<ol style="list-style-type: none"> Hispanic students decreased in meets level to 33% in Spanish writing. Our LEP students not reaching meets grade level standards for math. 4th and 5th grade students not meeting grade level standards. 	<ol style="list-style-type: none"> 1. Improve quality of Tier 1 instruction Pre-K -5th 2. Intentional small group guided instruction in grades Pre-K-5th. 3. Intervention for at risk groups (MTSS) for all grade levels 4. Change the school context to ensure teachers have more time to meet for PLC's (Professional Learning Communities) and Data Meetings to discuss standards and how the TEKS are taught. 5. Increase parent engagement and awareness of importance of daily on time attendance to impact student achievement.
Student Achievement	<ol style="list-style-type: none"> Our 3rd grade LEP students increased in benchmarks scores throughout the year. Increase in Reading levels due to SGGR implementation in Pre-K-1st. Increase in students being identified utilizing the MTTs protocols. 	<ol style="list-style-type: none"> All students decreased in Meets level from 49% to 18% in 3rd Grade Reading (possible cause could be PK-2nd grade Reading readiness-students were not on grade level) Student decreased in Meeting Grade Level from 47% to 39% in 4th Grade Spanish Reading. (From STAAR to benchmark scores) Training on how to utilize Branching Minds and find interventions that tailor to their students needs. Introducing more math interventions. 	
School Culture and Climate	<ol style="list-style-type: none"> Monthly student and staff recognition. Increase in school events and monthly coffee with the principal. PBIS implementation. 	<ol style="list-style-type: none"> Increase student and teacher on time attendance (Campus Culture) Unified culture based on our schools vision and mission statement. Students had a clear expectation on how they were to behave and what rewards they could receive for making good choices. 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> 1. Experienced Faculty and Instructional Coach 2. 2 Experienced Certified Tutors and 2 Title I Assistants 3. Ms. Regina Munguia, Data Analyst SGGR training for all teachers in grades K-5th. SGGM for all teacher is grades 1st-5th. RtI/MTSS training for all teachers. 	<ol style="list-style-type: none"> Quality Tier 1 instruction, Support with Small Group, and Interventions Differentiation with small group guided instruction. Learning how to utilize the different components of Branching Minds and how to set up groups and find Interventions that will support those different groups. 	

Curriculum, Instruction, and Assessment	1.	PLC implementation with consistency.	1.	Implementation of formative assessments and how to deconstruct the TEKS.
	2.	Data wall in the data room provides a visual representation of students performance	2.	Understanding student's data to guide instruction. To help self reflect on if their students are growing and what needs to be retaught.
	3.	Implementation of small group instruction in Math and Reading.	3.	Student-centered instruction. Differentiating instruction for students in centers.
Family and Community Involvement	1.	Monthly Parent Engagement Activities (Coffee with the principal) and Academic Nights	1.	Parent involvement in school activities. Keeping parents informed with what is going on at school and asking for their input on issues.
	2.	Multicultural family events	2.	Increase PTO membership and presence
	3.	Present PTO	3.	Increase in Parent Support for Teachers. (Making Copies and cutting things out)
School Context and Organization	1.	School Wide Assessment Calendar and calendar of events.	1.	Increase academic learning time from beginning to end. Teachers had a sense of urgency to get things covered in a timely manner.
	2.	After school program and enrichment program available to students	2.	Increase participation in after school program. Stem Activities to promote critical thinking.
	3.	Title 1 tutors and assistants to support instructions.	3.	Student Goal Setting and progress monitoring •Visual Data Tracker System

Academic Excellence Goals

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

Campus Name: 143 - Mcrae ES, D.

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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.	--	41.00	--	41	
	Literacy -Increase the percentage of all students who score at meets grade level or above on STAAR Reading from 30% to 40% by August 2021.	78	40	17	40	EOY
	Math-Increase the percentage of all students who score at meets grade level or above on STAAR Math from 34% to 40% by August 2021.	78	40	18	40	EOY
	Science-Increase the percentage of all students who score at meets grade level or above on STAAR Math from 31% to 40% by August 2021.	65	40	15	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	ESF 5.3 Teachers will implement data driven instruction to decrease academic achievement gaps by using data to accelerate instruction.	<ol style="list-style-type: none"> School wide instructional schedules will include small group times School wide and individual data tracking systems for K-5th grade Implement DDI Paul Bambrick Model Teachers will administer assessments ever 3 weeks to gather data. Students and teachers will track their own data. Purchase equipment, supplies, and materials necessary to implement strategy 	Principal,Assistant Principal,Instructional Leadership,Teacher(s)		Title I	2,000		Increase the percentage of all students who score at meets grade level or above on STAAR Math from 34% to 40% by August 2021.
2	ESF 5.1 Teachers will receive training in intentional small group instruction. Teachers will be provided time to plan for Math and Reading differentiated instruction as well as develop learning stations.	<ol style="list-style-type: none"> Schedule PD focused on intentional small group. Provide time for teacher to identify students that need intentional small group support. Purchase equipment, supplies, and materials necessary to implement strategy. Teachers will plan intentional small group Informed by student data, includes frequent checks for understanding aligned to the objective 	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst		Title I	2,000		Increase the percentage of all students who score at meets grade level or above on STAAR Reading from 30% to 40% by August 2021.
3 Title I	ESF 5.1 Intentional Small Group: Title 1 Tutors and Title 1 Teacher assistants will target students that need additional support through differentiated paths of instruction in small group.	<ol style="list-style-type: none"> Teacher assistants will assist with small group interventions after school and on Saturday. Teacher assistant will assist with community events. Teacher assistants will push-in to support Tier 1 instruction. 	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst		Title I	45,000		Increase the percentage of all students who score at meets grade level or above on STAAR Reading from 30% to 40% by August 2021. Math-Increase the percentage of all students who score at meets grade level or above on STAAR Math from 34% to 40% by August 2021.

4	Title I	The teachers will utilize STAAR formatted material, novels and other resources to expose and prepare students for the academic rigor of STAAR during after school and Saturday school interventions to all 3rd through 5th grade students that did not make progress as Measured by district benchmarks.	<ol style="list-style-type: none"> 1. Teachers will utilize research based intervention curriculum, novels, and resources. 2. Teachers will utilize data to identify students that will benefit from tutoring and Saturday camps. 3. Purchase supplies, resources, and materials to increase reading performance. 	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst		Title I	14,273		Science-Increase the percentage of all students who score at meets grade level or above on STAAR Math from 31% to 40% by August 2021.
5	Title I	ESF 5.1 Teachers will create weekly focused lessons that are aligned to IPC's as measured by lesson plan monitoring and walk-throughs.	<ol style="list-style-type: none"> 1. Teacher will have planning meetings after school or on Saturday to identify high leverage TEKS and best instructional practices. The leadership team will conduct weekly PLC's to identify high leverage SE's. 2. The leadership team will conduct learning walks and subs will be provided for teachers every six weeks to monitor implementation of IPC's and look for alignment. 	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst		Title I	2,000		Increase the percentage of all students who score at meets grade level or above on STAAR Reading from 30% to 40% by August 2021. Math-Increase the percentage of all students who score at meets grade level or above on STAAR Math from 34% to 40% by August 2021.
6	Title I	ESF 5.1 Improve quality of Tier 1 instruction to meet the needs of all students by reviewing lesson plans frequently for alignment to the standards, the scope and sequence, and the expected level of rigor, and provide teachers with feedback and lesson planning support.	<p>Teachers will have:</p> <ol style="list-style-type: none"> 1. Clear measurable objectives in their lesson plans/ IPCs. 2. Differentiated paths of instruction 3. Lesson plans/IPC's that are aligned to the state standards 4. Daily formative assessments 5. Engage in PLCs/Data Meetings 6. Purchase supplies, substitutes for planning/PD, furniture, learning material storage, technology, online programs, visual aid resources, outdoor learning furniture/materials, other resources and materials. 	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst		Title I	12,400		Increase the percentage of all students who score at meets grade level or above on STAAR Reading from 30% to 40% by August 2021. Math-Increase the percentage of all students who score at meets grade level or above on STAAR Math from 34% to 40% by August 2021.

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: 143 - Mcrae ES, D.

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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 in lowest performing student group for all subjects performing at or above Meets Grade Level as measured by STAAR will increase from	52	60	EOY
	By May 2021, our English Language Learners, English Language Proficiency will increase from 39% to 50% as measured by the TELPAS.	39	50	
	By May of 2021 Students Receiving Special Education Services will meet or exceed their student achievement performance target of 40% as measured by Doma	34	40	
	By May 2021 78%of current students will be at approaches, 40% will be at meets and 18 % will be at masters.	30	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	ESF 5.3 During PLCs and Data meetings, teachers will engage in in-depth conversations to analyze data and student work; to identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept.	1. Conduct data meetings and PLC's weekly. 2. Teachers will conduct daily formative assessments and use the data to accelerate instruction and incorporate teacher/student exemplars 3. Purchase equipment, supplies, and materials necessary to implement strategy	Principal,Assistant Principal,Instructional Leadership,Data Analyst		Local (Basic Allotment)	18,000		By May 2021 78%of current students will be at approaches, 40% will be at meets and 18 % will be at masters.
2	ESF 5.1 Improve quality of Tier 1 instruction by creating and implementing daily lesson plans that include differentiated paths of instruction to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.	Teacher will: 1. Clear measurable objectives in their lesson plans/ IPCs. 2. Lesson plans/IPC's that are aligned to the state standards 3. Daily formative assessments 4. Engage in PLCs/Data Meetings 5. Purchase equipment, supplies, technology, and materials necessary to implement strategy	Principal,Assistant Principal,Instructional Leadership,Teacher(s)		SCE	5,640		
3 Title I	The data analyst will help teachers examine data, understand students instructional needs and identify strategies and practices to address identified needs during DDI and PLC meetings.	1. School wide data visuals and individual data trackers. 2. Provide data tracking tools for teachers and students. 3. Facilitate weekly PLC/Data grade level meetings and individual meetings. 4. Provide leadership team with updated data reports after assessments. 5. Provide PD to teachers around data driven instruction and how to interpret data.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst		Title I	70,000		By May 2021 78%of current students will be at approaches, 40% will be at meets and 18 % will be at masters.
4 LEP	ESF 5.1 Improve quality of Tier 1 instruction by creating and implementing daily lesson plans that include differentiated paths of instruction to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.	Teacher will: 1. Clear measurable objectives in their lesson plans/ IPCs. 2. Lesson plans/IPC's that are aligned to the state standards 3. Daily formative assessments 4. Engage in PLCs/Data Meetings 5. Purchase equipment, supplies, technology, and materials necessary to implement strategy	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst		Bilingual	2,023		By May 2021, our English Language Learners, English Language Proficiency will increase from 39% to 50% as measured by the TELPAS.

5	SPED	ESF 5.1 Improve quality of Tier 1 instruction by creating and implementing daily lesson plans that include differentiated paths of instruction to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.	Teacher will: 1. Clear measurable objectives in their lesson plans/ IPCs. 2. Lesson plans/PCs that are aligned to the state standards 3. Daily formative assessments 4. Engage in PLCs/Data Meetings 5. Purchase equipment, supplies, technology, and materials necessary to implement strategy	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services		Special Education	6,323		By May of 2021 Students Receiving Special Education Services will meet or exceed their student achievement performance target of 40% as measured by Domain 3-Closing Gaps STAAR results.
6	Title I	ESF 5.1 Improve quality of Tier 1 instruction by creating and implementing daily lesson plans that include differentiated paths of instruction to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.	Teacher will: 1. Clear measurable objectives in their lesson plans/ IPCs. 2. Lesson plans/PCs that are aligned to the state standards 3. Daily formative assessments 4. Engage in PLCs/Data Meetings 5. Purchase equipment, supplies, technology, and materials necessary to implement strategy	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst		Gifted & Talented	266		By May 2021 78%of current students will be at approaches, 40% will be at meets and 18 % will be at masters.

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: 143 - Mcrae ES, D.

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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	241	500	EOY
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	17	8	EOY
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	585	633	EOY
	During the 2020-2021 school year, community events virtual and in-person will increase by 50% as measured by the attendance sign-in sheets.	10	20	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	The Parent Communication Specialist will increase parental involvement by designing workshops of interest to parents.	<ol style="list-style-type: none"> Events such as Muffins with mom, Donuts with Dad, Grandparents day, etc. Purchase supplies, resources, and materials to increase parental performance. 	Principal, Student Support Services, Other		Title I	30,000		During the 2020-2021 school year, community events virtual and in-person will increase by 50% as measured by the attendance sign-in sheets.
2 Title I	Implement PBIS school wide systems and restorative practices.	<ol style="list-style-type: none"> Teacher will participate in PD focusing on PBIS and restorative practices aim at decreasing the amount of student incident referrals. Purchase incentives to encourage positive behavior such as small prizes, certificates, medals, pencils. The students of the month will be recognize and receive incentive such as certificates and small prizes. Posters throughout the campus will highlight common area expectations which is a big part of PBIS. A poster maker will be needed 	Principal, Assistant Principal, Teacher(s)		Title I	2,000		Discipline referrals will decrease from 17 to 8. Establish a positive campus culture.
3 Title I	We will hold a STEM night to enrich our scholars and families by incorporating science activities that align to the curriculum.	<ol style="list-style-type: none"> Invite the Fort Worth Museum of Science and History and any other science related organization Increase parent attendance from previous school years Purchase snacks, supplies, resources, and materials to increase parental involvement. Grade level collaboration on activities for the night 	Principal, Assistant Principal, Teacher(s)		Title I	750.00		During the 2020-2021 school year, community events virtual and in-person will increase by 50% as measured by the attendance sign-in sheets.
4	Engage families with the use of the FWISD Parent Portal to gain access to their grades, attendance and current events on the campus.	<ol style="list-style-type: none"> Purchase supplies, resources, and materials to increase parental performance. 	Principal, Assistant Principal, Instructional Leadership		Title I	2,000		During the 2020-2021 school year, community events virtual and in-person will increase by 50% as measured by the attendance sign-in sheets.

5	Title I	Increased family engagements through scheduled events such as curriculum nights, workshops, and community events so that families will feel welcome.	<ol style="list-style-type: none"> 1. Family liaison will provide schedule of workshops, community events, and parent meetings for the school year. 2. Invite the community to events that celebrate diversity such as Hispanic Heritage and Black History Month. 3. Family liaison will assist parents in signing up for voly system and parent portal. 4. Refreshments and snack will be provided to encourage attendance. 5. Supplies will purchase 	Principal, Teacher (s), Student Support Services		Title I	1,000		During the 2020-2021 school year, community events virtual and in-person will increase by 50% as measured by the attendance sign-in sheets.
6	Title I	Increase daily attendance through incentives. The counselor will motivate students to come to school everyday in order to Increase attendance as well as academic performance	<ol style="list-style-type: none"> 1. Counselor will acknowledge perfect attendance every six weeks by providing students with medal recognition. 1. Counselor will acknowledge students that have A and B honor roll every six weeks with medal recognition. 	Principal, Assistant Principal, Teacher (s), Other		Local (Basic Allotment)	3,000		

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Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

