

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Moreno, LeAnn

Campus Name: 168 - Springdale ES

Executive Director: Hilda Caballero

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: 90

Special Education: 9.4

Dual Language/ESL: 62.9

Gifted and Talented: 7.4

Career and Technology: 0

Percentage of at-risk students: 80.1

Percentage of English Language (EL) students: 66.1

Percentage of economically disadvantage students: 96.6

2020-2021 Campus Site-Based Committee

Name	Role
Lou Chapman	Business Representative
Rick Ward	Business Representative
Gabriela Morales	Parent
Laura Whiddon	Parent
Alma Ayala	Parent
Juan Padilla	Community Representative
Pastor John Guess	Community Representative
Kelly Gillham	Campus Non-Teacher Professional
Mike Elizondo	Teacher
Nan Hognuin	Teacher
Martha Arceneaux	Teacher
Ofelia Munoz	Teacher
Cindy Forestier	District Level Staff
LeAnn Moreno	Principal

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Springdale 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 70	83 - B
Domain 2: School Progress 85	
Domain 3: Closing The Gaps 77	

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: 1

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. Average attendance 1st semester 95.46%	1. Frequent tardies and early dismissals	1. Address low performing students in literacy (1-3 years behind) through intervention strategies and programs (Title I teacher assistants, tutors, use of LLI kits, Neuhaus, Spanish resources, STAAR support materials, phonics based programs, Education Galaxy)
	2. Predominately Hispanic (93%), DL Program PK-5th	2. Economic disadvantaged (97%)	
	3. Enrollment higher than projected at 487	3. At home learning participation and parent support was below expectations, students will need strong intervention to maintain learning	
Student Achievement	1. Achieve3000 and MAP Fluency data shows increase in reading skills K-5	1. Benchmark writing scores are below district average (Feb. benchmark data shows English is lower than Spanish test scores. English is 18% approaches and Spanish is 56% approaches; STAAR scores increased from 35% approaches in 2018 to 57% in 2019). It is expected that students will be further behind at BOY than anticipated due to the pandemic and students struggling with connectivity and lack of devices.	2. Technology equipment and resources for students to use during instruction
	2. Math benchmark data scores for 3-5 are higher than district average - 5th is 97% approach, 85% meets, 63% masters		3. Lesson planning/vertical alignment/peer-observations on best practices across contents
	3. This year we implemented science benchmarks 1st-5th grade and the results showed students were approaching throughout the school in science		4.
School Culture and Climate	1. Positive relationships among staff, students, and families	1. Increase participation for teachers and students in family events (we missed several due to COVID)	5.
	2. Collaboration opportunities for teachers with weekly PLCs	2. Increase partnerships/foster relationships in school community (businesses and organizations)	
	3. Staff genuinely cares about students, evidenced by TBRI strategies, tutoring, extra-curricular activities	3. Students are extremely susceptible to trauma - COVID presented multifaceted hardships for our families. Support services, including social emotional learning will need to be maximized next year	
Staff Quality/ Professional Development	1. On-going social emotional PD - theme Mr. Roger's Neighborhood	1. Limited time, resources, for teachers to observe others/plan together	
	2. All staff highly qualified	2. Not a consistent method for teaching phonics/word work	
	3. Low staff turnover	3.	
Curriculum, Instruction, and Assessment	1. Use of assessment data to align and strengthen instruction, PD directly supports campus needs	1. CLI, MAP Fluency and 4th grade writing data show students struggle with vocabulary, spelling, and phonological awareness	
	2. Collaboration on best practices, teaching strategies and instructional materials		2. Lack of effective and user friendly primary grade reading progress/intervention system
	3. Reading intervention support LLI/SIL kits	3. Academic focus for all parent involvement activities/family nights	

Family and Community Involvement	1.	PTA membership increased	1.	Continue to grow and strengthen PTA
	2.	Communicate with school community in variety of ways	2.	Establish academic partnerships with families and parent education on attendance
	3.	Family Communications liasion working with families/community - with help from technology committee parent portal accounts increased	3.	Staff/Parent/Family attendance at family night is decreasing
School Context and Organization	1.	All stakeholders have opportunities to give input in decisions being made/open communication with administrators	1.	Lack schedule/resources that would allow for teachers to observe each other and give feedback on best practices
	2.	Students grouped according to special services	2.	ALL technology has been deployed - not sure of state it will be in when/if returned -or how this will impact ability to meet district requirements with online programs in the fall
	3.	Indoor dismissal everyday allowed for increase family communication/parent contact		
			3.	

Academic Excellence Goals

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

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Early Literacy -Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.	--	41.00	--	38	

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	Provide professional learning and develop the expectations on how to utilize software programs and intervention systems for progress monitoring of our at-risk students.	Provide intervention (LLI/Soluciones) for students reading below grade-level as indicated on MAP Fluency. Utilize student reading data to create intervention groups for LLI/Soluciones, Classroom Teachers and Title I teacher will use kits to provide intervention to small groups	Instructional Leadership,Teacher (s),Data Analyst	6/4/2021	Title I	61,920	On Target	Continue to move students through reading levels to proficiency
2 Title I	Provide professional learning and develop the expectations on how to utilize software programs and intervention systems for progress monitoring of our at-risk students.	At risk and low performing students in grades 2-5 will utilize computer based program Achieve3000 to complete activities and reach a 200 pt gain in Lexile Level. At risk and low performing students in grades K-1 will utilize Map Fluency for progress monitoring. All at risk students will have access to myOn for ebooks and news articles at different lexile levels for independent choice in reading. Purchase and monitor use of Achieve3000, MAP intervention activities, and purchase myON.	Instructional Leadership	10/30/2020	SCE	4,620	On Target	Continue to move students through reading levels to proficiency
3 Title I	Provide professional learning and develop the expectations on how to utilize software programs and intervention systems for progress monitoring of our at-risk students.	LEP students in grades 2-5 will utilize computer based program Achieve3000 to complete activities and reach a 200 pt gain in Lexile Level. LEP students in grades K-1 will utilize Map Fluency for progress monitoring. All LEP students will have access to myOn for ebooks and news articles at different lexile levels for independent choice in reading. Purchase and monitor use of Achieve3000, MAP intervention activities, and purchase myON to provide an extensive selection of ebooks and news articles.	Instructional Leadership	10/30/2020	Bilingual	1,717	On Target	Continue to move students through reading levels to proficiency
4 Title I	Provide professional learning and develop the expectations on how to utilize software programs and intervention systems for progress monitoring of our at-risk students.	Special Ed students in grades 2-5 will utilize computer based program Achieve3000 to complete activities and reach a 200 pt gain in Lexile Level. Special Ed students in grades K-1 will utilize Map Fluency for progress monitoring. All Special Ed students will have access to myOn for ebooks and news articles at different lexile levels for independent choice in reading. Purchase and monitor use of Achieve3000, MAP intervention activities, & purchase myON to provide an extensive selection of ebooks.	Instructional Leadership	10/30/2020	Special Education	913	On Target	Continue to move students through reading levels to proficiency

5	Title I	Provide professional learning and develop the expectations on how to utilize software programs and intervention systems for progress monitoring of our at-risk students.	Gifted and Talented students in grades 2-5 will utilize computer based program Achieve3000 to complete activities and reach a 200 pt gain in Lexile Level. Gifted and Talented students in grades K-1 will utilize Map Fluency for progress monitoring. All Gifted and Talented students will have access to myOn for ebooks and news articles at different lexile levels for independent choice in reading. Purchase and monitor use of Achieve3000, MAP intervention activities, & purchase myON to provide ebooks	Instructional Leadership	10/30/2020	Gifted & Talented	259	On Target	Continue to move students through reading levels to proficiency
6	SPED	Provide professional learning learning on planning for individual students IEPs to monitor the progress of our SPED student group through the use of MAP and Achieve3000	Provide instructional materials and resources for students and teachers to utilize to meet student learning/functioning needs	Instructional Leadership, Teacher(s)	5/7/2021	Special Education	1,095	On Target	The additional resources will allow SPED students to show growth on state standards as evidenced by MAP, school, district, and state assessments.

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2020-2021 Mission Goals Action Plan

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students at grade level or above in Math will increase from	48	51	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 LEP	Develop a data analyst protocol to analyze and utilize data from MAP and other formative assessment progress measures to target content specific instruction and intervention for math and science	Data analyst will assist with analyzing and using data to improve instructional practices and facilitate PLCs and data meetings. Growth data are used to identify individual student needs for intervention and to create growth targets for students - these are targeted in after school tutoring/intervention provided during day for students not on grade-level 70000 for data analyst, 990 for instructional support	Instructional Leadership, Teacher (s), Data Analyst	8/17/2020	Title I	70,900	On Target	Teachers use research-based, high-yield instructional strategies to help students learn
2 Title I	Implement a schoolwide student goal setting and monitoring plan to improve students' knowledge of own progress to improve their results	Teachers and students will utilize the SMART goal format to develop and monitor literacy/math/science goals for each six weeks (\$500). Select and purchase student incentives for reaching academic goals to be used in award ceremonies/recognition (\$750).	Instructional Leadership	5/28/2021	Local (Basic Allotment)	1,250	Not Started	Increase student engagement and motivation to improve student achievement

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence: 2018-2019 math data shows that ALL students 3-5 at grade level is 48%. 3rd at grade level is 25%, 4th is 51% and 5th is 66% at grade level - our goal is to increase the percentage of students on grade level as measured by STAAR from 48 to 51%

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

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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	124	136	May 28, 2021
	PBIS - Disproportionate 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	2	1	May 28, 2021
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	0	100	May 28,2021

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 LEP	Promote, advertise, encourage and assist parents to enroll in parent portal	Family Communication Liaison will assist leadership and data clerk with promoting, advertising, encouraging, and assisting parents in creating a parent portal account.		5/28/2021	Title I	10,089	On Target	Increase in parents enrolled and utilizing parent portal
2 LEP	Fitness Gram report card will be sent home with all students tested within 2 weeks of completion	PE teacher and assistant will administer FitnessGram to students and then send home report cards with all students tested with two weeks of test completion. Funds are for Xerox contract for copiers to print report cards	Teacher(s)	12/18/2020	Local (Basic Allotment)	3,500	On Target	All students will receive report from Fitness Gram testing
3 LEP	Welcome students to cafeteria, ensure social distancing and COVID protocols with students that will be utilizing cafe during lunch time	Cafeteria monitors to be on duty to welcome students and provide a structured and safe environment following COVID/social distancing protocols.	Other		Local (Basic Allotment)	2,950	Not Started	Student safety is improved in cafeteria due to additional adult support
4 LEP	Increase family engagement and parental knowledge in supporting education of child	Purchase general supplies to send communication home with students	Instructional Leadership	3/12/2021	Title I	1,089	On Target	Keeping parents informed of current school events, parenting and supporting education of child will increase parental involvement

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:

