

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

**Principal:** Mattic, Steven

**Campus Name:** 186 - Sellars ES, David K.

**Executive Director:** Marion Mouton

## 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: 70

Special Education: 8.1

Dual Language/ESL: 40.7

Gifted and Talented: 11.9

Career and Technology: 0

Percentage of at-risk students: 69.4

Percentage of English Language (EL) students: 46.3

Percentage of economically disadvantage students: 95.4

## 2020-2021 Campus Site-Based Committee

Name	Role
Steven Mattic	Principal
Candena Sands	Teacher
Xavier Smith	Teacher
Sheene Campbell	Teacher
Angela Johnson	Teacher
Roland Green	Community Representative
Lisa Trujillo	District Employee Relations Council Representative
David Garerro	District Employee Relations Council Representative
Cynthia Winston	Campus Non-Teacher Professional
Ron Williams	Business Representative
Sharonda Walker	Parent
Augustina Madu-Odidika	Additional Representative Appointment
Felicia Kirkland	Parent
Jerri Brown	Parent
Ruby Harris Harris Limousine	Business Representative
Donna Barber	Teacher

## Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Sellars ES, David K..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> 75	80 - B
Domain 2: <b>School Progress</b> 84	
Domain 3: <b>Closing The Gaps</b> 71	

### Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievemet 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>	1. 499 students 93% ED	1. At least 86% of our students do not have the devices to access online learning.	1. Improve teacher TIER 1 classroom instruction based on support and admin feedback/coaching with retired admin support
	2. Special Education population, GT, Dyslexia continues to increase	2. EL students are still struggling with language acquisition campus wide; High rate arrival and absentee rate impacts reading success.	2. Need push in support to assist with Tier 3 students that are reading and performing below grade level or more
	3. Staff represents the make up of the school's demographics	3. Continue to hire and maintain highly qualified teachers and TAs	3. Need a Campus Instructional Coach/Title One Teachers to assist new and old teachers with coaching by means of providing small group instruction, designing lesson plans and providing model lessons
	4. 543 students 93% ED	4. High rate arrival and absentee rate impacts reading success.	4. Reduce tardies and absences across all grade levels.
	5. Special Education population, GT, Dyslexia continues to increase	5. EL students are still struggling with language acquisition campus wide	5. 3. Provide incentives based on progress and achievement and increase all content achievement.
	6. We have at least one DL Teacher at each grade level	6. At least 86% of our students do not have the devices to access online learning.	6. 4. Students are entering school with social emotional deficits that impedes instruction and the learning environment
<b>Student Achievement</b>	1. 51% of students reading at or above grade level (K-2)	1. On average students are entering 3rd grade two years below reading level by measurement of FP and Lexile Growth	7. 5. COVID protective gear for school community and front office.
	2. Met Standard Rating as a B campus	2. Reading on grade level and (3rd) STAAR entry grade level lacks progress; 3rd grade math dropped by 27 points, not meeting standard. 57% of 5th grade students dropped and did not reach their target	8. More students are entering school with social emotional deficits that impedes instruction
	3.	3.	9.
	4. Reading gains for 4th and 5th, 3rd decreased by 12 points.	4. On average students are entering 3rd grade two years below reading level by measurement of FP and Lexile Growth	10.
	5. 51% of students reading at or above grade level (K-2)	5. 3rd grade math dropped by 27 points, not meeting standard.	
	6. Met Standard Rating as a B campus	6. Reading on grade level and (3rd) STAAR entry grade level lacks progress.	
<b>School Culture and Climate</b>	1. Surveys show 92% of students enjoy being at David K. Sellars.	1. Funding and time limits teacher access to collaborative campus planning and community building.	
	2. PTA is established and seeking ways to connect with families and staff.	2. Funding limits access to rewards for students.	
	3. Based on district's data, DKS has a 3% turnover for staff	3. District needs more qualified Dual Language Teachers/or we need to go full ESL	
	4. Surveys show students enjoy being at David K. Sellars.	4. Funding limits access to rewards for students.	
	5. PTA is established and seeking ways to connect with families and staff.	5. Funding and time limits teacher access to collaborative campus planning and community building.	
	6. Parent and Teacher involvement in PTA to support students and their events.		

<b>Staff Quality/ Professional Development</b>	1. 95% or more of teachers are engaged in the virtual professional development topics that have been provided and presented by the school district and campus leader.	1. Build teacher capacity with best practices and create content teams for campus task force. Teachers would like to have more input in their PD options.
	2. Staff is strong with identifying TEKS based objectives and learning experiences.	2. Hire a Title One Teacher for Literacy and Math. Bring in Retired Principal to assist with PD and providing coaching feedback to teachers in order to increase students' achievement.
	3. Campus content experts meet with teachers to plan and review the CF.	3. Build teacher capacity with best practices and create content teams for campus task force. Need quality instructional practices in literacy across grade levels.
	4. PLCs lead by teachers and teachers have input on the content of PLCs.	4. Teachers would like to have more input in their PD options.
	5. Staff is strong with identifying TEKS based objectives and learning experiences.	5. Need quality instructional practices in literacy across grade levels.
		6. Build teacher capacity with best practices and create content teams for campus task force.
<b>Curriculum, Instruction, and Assessment</b>	1. All content area teachers have established virtual platforms for both synchronous and asynchronous student engagement in the lessons.	1. Challenges with completing district intervention web-based programs due to lack of available time and technology. Technology is not updated.
	2. STAAR Scores reflected students in grades 3rd - 5th meet or exceeded the district's average in all tested subjects	2. Over 55% of students in 5th grade math and 4th grade reading did not reach/met their target
	3. Campus created a FOCUSED calendar for PLC and Grade Level Team Meetings for the entire school year	3. More time is needed to assist teachers with planning Tier 1 instruction and assessments that are truly aligned with the curriculum
	4. Campus content experts meet with teachers to plan and review the CF.	4. Curriculum is not aligned to meet students' need/s.
	5. Provide instructional planning calendars	5. Daily practice with STAAR formatted materials are required for positive student outcomes.
		6. Challenges with completing district intervention web-based programs due to lack of available time and technology.
<b>Family and Community Involvement</b>	1. PTA- Parent Teacher Association is active	1. Continue to increase parental involvement. More parents are needed since many parents can not pass the background check.
	2. Extracurricular activities such as cheerleaders, football, soccer, basketball, student council, and softball are offered for students	2. More money is needed to pay attention that volunteer their time to ensure that students and parents feel welcomed and apart of the school community
	3. The entire calendar of the year is completed and posted on school's social media	3. Continue to direct parents to log on to school's social media to stay informed on current information
	4. FB, Instagram and Twitter pages are created and updated regularly.	4. Family academic nights have low participation despite the time of year.
	5. Callouts, surveys, PTA meetings, parent/academic nights used to reach parents will continue	5. COVID: Masks, gloves, sanitizer, spacing floor markers, shields and dividers.
	6. Each grade level sends a newsletter out each month to parents.	

**School Context and Organization**

1.	Volunteers of America/YMCA	1.	Continue to build home and school relationships to ensure that students' social and emotional needs are being met
2.	The Good News Club (Beth Eden Church) meets on Mondays	2.	Continue to build relationships
3.	Extracurricular activities such as cheerleaders, football, soccer, basketball, student council, and softball are offered for students	3.	
4.	School leadership teams to share information and provide input in decision making.	4.	Common planning time is limited.
5.	PTA Attendance awards for students and parents (gift cards)	5.	Classrooms struggle to represent Higher Order Thinking instruction and activities as related to T-TESS.
		6.	Campus calendar with PLC Meetings, Parent Activities, ARD/504 meetings, Student Celebrations scheduled at beginning of they year.

# Academic Excellence Goals

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

Campus Name: 186 - Sellars ES, David K.

Principal: Mattic, Steven

Executive Director: Marion Mouton

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.	--	30.00	--	50%	
	By November 4, 2020, 100% of Literacy classrooms (PreK-5) will Incorporate "The Four Fundamentals of Literacy Instruction" as identified by the district. Progress monitored by leadership and Title 1 coaches through campus generated data-tracking assessment tool.	50	60	65	50%	EOY
	By October 9, 2020 100% of Pre-K - 5th grade teachers will establish a rewards system to celebrate students growth in Lexile levels, Reading Levels, Reading Fluency and progress in mathematics as measured by the following: Fountas and Pinnell, MAP (math), MAP Fluency) (MAP Reading), PathBlazers (math & reading), and CLI Engage.	50	30	55	50	EOY
	By Jan 27, 2020 100% of math classrooms, grades Pre-K - 5th will increase math proficiency as measured by MAP Growth and CLI Engage through utilizing online intervention programs.	50	35	50	50	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	Campus will implement individual TEK assessment data-tracking Tool to track individual student data	Hire two Title One Teachers for Literacy/Math	Principal	8/7/2020	Title I	125,000	Completed	100% of teachers will implement students' data tracking sheets by evidence of walkthroughs.
2 LEP	Provide teachers with professional development on the new four components of Literacy TFFL (knowledge of words and word parts, oral reading fluency, comprehension, and writing)	Conduct reading and writing assessments for students checking for mastery of comprehension and staying on topic regarding published writing samples	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	11/30/2020	SCE	4,632	Not Started	By November 2020 all Literacy Teachers' lesson plans will reflect the 4 components of literacy to ensure a 5% increase on students' (MOY-EOY) MAP Assessment
3 Title I	By weekly PLC Meetings will be conducted for all grade levels	Purchase data binders for all teachers and other materials to ensure data is used to planned TIER 1 instruction	Principal,Assistant Principal	9/11/2020	Bilingual	815	On Target	Teachers will be able to articulate and plan effective lessons to meet their children need/s Students will show an increase on their MOY and EOY MAP Assessment

4	Title I	Campus will implement systematic approach in the form of small group instruction	Purchase extra supplies and resources to support instruction	Principal,Assistant Principal,Instructional Leadership	11/6/2020	Title I	4,626	Not Started	By December 2020, small group should be conducted in all classrooms to ensure the 5% gain needed in Domain 1 and 3. All teachers' lesson should reflect differentiation and rigor to meet the needs of students as evidence in walkthroughs By May 2021 students will make the 5% gain as identified in Domain 1 and 3
5	Title I	Increase all students reading level	Hire tutors to conduct push-in interventions and coaching for teachers and students	Principal,Instructional Leadership	10/30/2020	Title I	14,000		December 2020 students will meet the 5% to 15% gain in the area of reading and math accordingly to MAP
6	Title I	Teachers will be provided time to have the ability to plan quality Tier 1 instruction	Hire retired principal to conduct walk-throughs, coaching feedback, and pd for staff	Principal	3/5/2021	Local (Basic Allotment)	5,000		100% of lesson plans should have all required components for all subject areas as noted in campus walkthroughs and lesson plan feedback by the end of the year
7	Title I	Ensure that students have adequate material to be successful in the classroom	Order supplies to ensure students' learning is not impeded on		12/14/2020	Local (Basic Allotment)	3,070	Not Started	By March 2021 90% of the Title One budget will be spent on students.

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: 186 - Sellars ES, David K.

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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		70	EOY
	By June 20, 2020 70% of students identified in the lowest performing student groups for grades 3 - 5 LITERACY will increase from 45% to 65%. Progress wi			
	By June 20, 2020 70% of students identified in the lowest performing student groups for grades 3 - 5 MATH will increase from ___ to ___. Progress will b			

### 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 additional small group interventions for struggling students with a focus on AA students in math	Hire retired teachers/administrators and order and order additional material	Principal	10/30/2020	Local (Basic Allotment)	10,000	Not Started	Students will show a 10% increase by the end of the year MAP Assessment  By December 2020, push-in support for students identified reading and performing below grade level will be implemented to increase Domain 1 and 3 by 5% by May 202. This will increase campus data in Domain 1 and 3 by 5%.  Hire retired teachers to provide push in support no later than December 2020 to assist with push in support
2			Principal, Assistant Principal, Instructional Leadership, Teacher (s), Student Support Services, External Stakeholder, Other, Data Analyst	11/27/2020	Gifted & Talented	353	Not Started	
3 Title I			Principal, Assistant Principal, Instructional Leadership, Teacher (s), Student Support Services, External Stakeholder, Other, Data Analyst	1/18/2021	Special Education	4,152		

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: 186 - Sellars ES, David K.

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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		80	EOY
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from		0	EOY
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from			
	Focus on maintaining and building positive relationships with all stakeholders associated with David K Sellars Fine Arts Academy.			

### 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	Increase the number of parents in PTA	Survey parents at the BOY,MOY,and EOY	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	10/30/2020	Title I	1,000	Not Started	Increase the number of parents in PTA by 10% as measured by surveys given every 6 weeks
2 Title I	Decrease the amount of referrals located in FOCUS	Discipline training for all staff members/create a discipline committee on campus. Purchase incentives for Six Weeks Awards	Assistant Principal,Teacher(s)	11/13/2020	Title I	4,500	Not Started	By May 2021, discipline referrals will decrease by 10% and student engagement will increase for all students by 20% by conducting PD on classroom management to all teachers  The number of referrals and incidents being recorded in FOCUS will decrease by 10% by June 2021.
3 Title I	Maintain or increase the amount of PPE materials to ensure a safe and learning environment	Order dividers, Lysol wipes, hand sanitizer, and Lysol spray	Principal	10/29/2020	Title I	10,000	Not Started	100% of classrooms and the cafeteria will have a significant amount of safety (COVID-19) materials to ensure a healthy environment.

4	Title I	Build a positive school and home relationship with ongoing communication	Provide funds for overtime for staff and to purchase additional incentives such as food and awards to keep staff and parents motivated	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	2/12/2021	Title I	8,000	Not Started	My May 2021, 80% of parent and students will show a positive result in the customer survey  I
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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:

