

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Farr, Andrew

Campus Name: 187 - Stevens ES, J.T.

Executive Director: Eneida Padro

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: 60

Special Education: 9.1

Dual Language/ESL: 9.3

Gifted and Talented: 13.1

Career and Technology: 0

Percentage of at-risk students: 43.1

Percentage of English Language (EL) students: 9.3

Percentage of economically disadvantage students: 70.4

2020-2021 Campus Site-Based Committee

| Name | Role |
|----------------------|---------------------------------------|
| Andrew Farr | Principal |
| Kellie Dyer | Additional Representative Appointment |
| Shelley Lambert | Teacher |
| Claudia Nuñez | Teacher |
| Melissa Claypool | Teacher |
| Alexandra Castellano | Teacher |
| Ann Cryer | Campus Non-Teacher Professional |
| Amanda Moss | Parent |
| Travis Barker | Parent |
| Ashley Pagenkopf | Parent |
| Vanessa Barker | Business Representative |
| David Boyd | Parent |
| Abby Johnson | Community Representative |
| Kylie Cuevas | District Level Staff |

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Stevens ES, J.T..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 60 | 56 - F |
| Domain 2: School Progress 59 | |
| Domain 3: Closing The Gaps 47 | |

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 | 1. Campus Size of 506 students prior to COVID-19 (March 6, 2020); | 1. Support targeted student groups, and support teachers, and provide sound instructional best practices through a varied instructional lenses via Data Analyst and Instructional Coach 2. A significant divergence in the programs has caused the academic structure of both programs to fall in quality 3. | 1. Improve student performance for students reading on grade level in grades K-5 |
| | 2. 2 Programs--Regular Program and Program of Choice--Applied Learning (9 years at JTS) | | 2. Maintain positive and active communication with parents to strengthen relationships and improve parental involvement |
| | 3. Diversified campus body: Teaching Campus Body--32 Teachers, including Inclusion and Specials (5 AA, 2 H, 24 W); Campus has 2 instructional coaches and 1 data analyst beginning Fall 2020 | | 3. Promoting positive and continuous communication within staff along campus culture of positive engagement |
| Student Achievement | 1. Student achievement is below expected standards (F-Rated) | 1. Support for students reading below grade level in grades Kinder through 5th. | |
| | 2. 2018 Performance-Met Standards | 2. Intentionally integrate Math, Writing, and Reading into other subject areas. | |
| | 3. 2019 Performance-Did not Meet Standards | 3. Continue teaching phonics through 3rd grade. | |
| School Culture and Climate | 1. Teachers get along, staff cohesiveness, family atmosphere | 1. Consistent discipline plan with stricter consequences for the repeat offenders | |
| | 2. Multiple systems for parent communication | 2. Establish and maintain productive working relationships with colleagues and scholars | |
| | 3. Positive relationships with the community and PTA | 3. The necessity of a campus-wide social and emotional training (SEL) and staff development | |
| Staff Quality/ Professional Development | 1. K-2 teachers led campus PD day | 1. Vertical and horizontal alignment professional development focusing on SEL and classroom management best practices | |
| | 2. Campus content specific professional development | 2. New teachers need mentors with ongoing meetings to include on and off campus classroom observation visits | |
| | 3. Required professional development is spread across the content areas | 3. Increase more teacher to teacher lessons and content specific professional development including instructional guides with follow up sessions | |
| Curriculum, Instruction, and Assessment | 1. Attempted to use data to drive instruction | 1. Share and academic learning gaps between grade levels | |
| | 2. Structured PLC meetings utilizing multiple data points, such as data walls, student data folders) to assess and monitor student progress, growth, and needs | 2. Provisions for more reliable technology per grade level, taking into account STAAR online implementation and supplemental materials as needed | |
| | 3. Provisions were made for an Instructional Coach that further supported curriculum resources and effective lesson planning | 3. Early intervention for student support (pull-outs) in all core subjects across grade levels | |
| Family and Community Involvement | 1. Active PTA with increased yearly participation | 1. Promote and increase parent involvement across the grade levels possibly through Parent University | |
| | 2. Continued school partnership with KidsHope, Brackett and Ellis Law Firm, and Read2Win Mentors | 2. | |
| | 3. | 3. | |

School Context and Organization

| | | | |
|----|--|----|--|
| 1. | Staff meetings have specific organized agendas | 1. | Provide monthly calendars in advance to include weekly meetings, grade level field trips/assemblies, etc. |
| 2. | Weekly Agendas - Listing What the Week Entails | 2. | Provisions for increased vertical alignment faculty/staff meetings for deeper collaboration between grade levels |
| 3. | Morning Announcements - Consistent | 3. | Positive Environment - Possible Security Officer Request |
| | | | |

Academic Excellence Goals

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

Campus Name: 187 - Stevens ES, J.T.

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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. | -- | 44.00 | -- | 44 | |
| | Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from beginning-of-year to end-of-year (baseline) | 70 | 43 | 18 | 23 | 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 | Effective Instruction - All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student. | Data Analyst will lead bi-weekly (PK-1) and weekly (2-5) PLCs with agendas documented with action steps, persons responsible, and monitoring plan. 2020/2021 NWEA Fluency BOY for both math and literacy will be administered to identify students who will receive interventions by September 30. Updated tracking systems will be incorporated into each Common Assessment Cycle. | Principal,Assistant Principal,Instructional Leadership,Data Analyst | 6/21/2021 | Title I | 76,251 | Incomplete | Increased proficiency across content and grade levels and access to adequate data as measured by common assessment and other data measures. |
| 2 | Effective Instruction - All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student. | Subs will be provided to each grade level for additional planning days. Calendar dates will be set up for planning. Each six weeks grade level planning teams will be given 1/2 day to meet and create an instructional planning calendar for the following six weeks. | Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst | 6/21/2021 | Local (Basic Allotment) | 8,000 | Incomplete | Increased proficiency across content and grade levels and access to adequate data as measured by common assessment and other data measures. |
| 3 | SPED Effective Instruction - Increase the quality of SGGR (small group guided reading) and systems for progress monitoring with special emphasis as evidenced by consistent walkthrough feedback, flexible student groups, and multi-tiered support. | Extra duty pay for teachers and teaching assistants to participate in tutoring, Saturday School, PD, and after-school planning. | Principal,Assistant Principal,Instructional Leadership | 6/21/2021 | Special Education | 2,616 | Incomplete | Increased proficiency across content and grade levels and access to adequate data as measured by common assessment and other data measures. |
| 4 | Effective Instruction - Provide campus supplies and materials as evidenced by enhancing the learning environment through recognizing academic progress, increased growth goals, and positive student improvement. | Implement the use of instructional supplies and aides to enhance instruction and student engagement. Technology will be acquired, installed, and maintained in order to implement effective instruction. | Instructional Leadership | 6/21/2021 | Gifted & Talented | 554 | Incomplete | Increased proficiency across content and grade levels and access to adequate supplies, technology, and resources. |

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 in lowest performing student group for all subjects performing at or above Meets Grade Level as measured by STAAR will increase from | 50 | 70 | 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 | Effective Instruction - All students have rigorous learning experiences because the school ensures objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student. | Purchase supplies, supplemental materials, software, online subscriptions and other items necessary to support student growth. | Instructional Leadership | 6/21/2021 | Title I | 3,399 | Incomplete | Increased proficiency across content and grade levels and access to adequate supplies, technology, and resources. |

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

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| SMART Goals | Campus Needs Goals and Measures (Baselines-X and Targets-Y) | Baseline (BOY) | to Target | by Deadline |
|-------------|---|----------------|-----------|-------------|
| | The customer satisfaction percentage will increase through positive interaction between families from diverse backgrounds and school staff as measured by the Parent Stakeholder Survey from | 50 | 70 | EOY |
| | PBIS - Disproportionate 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from | 10 | 5 | EOY |
| | Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from | 5 | 10 | 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 | Positive School Culture - Revision of restorative practice plan that focuses on student social-emotional health, learning, and positive culture building. | <p>Creation and refinement of mission, vision, and values include the authentic and collaborative involvement and investment of administrator and staff.</p> <p>Monthly Restorative Practices/PBIS data collection and information dissemination to faculty, staff, and parents.</p> <p>Establish a reward and recognition program for increased attendance (students and teachers) and overall positive behavior.</p> <p>Recognition program for monthly JTS Character of the Month.</p> | Instructional Leadership | 6/21/2020 | SCE | 2,796 | Incomplete | Student disciplinary incidents will reduce by 10% by the end of the 2020/2021 school year. |
| 2 | Positive School Culture - Increase the capacity for parental involvement and volunteer opportunities. | <p>Increase PTA membership through membership drives.</p> <p>Monthly publicize volunteer opportunities in the campus newsletter & social media.</p> <p>Monthly teachers connect with conferences and home visits as needed.</p> <p>Parental involvement in Family Science Night on campus by Fort Worth Museum of Science and History, secure purchase order to hold the event; purchase necessary supplies, material, and snacks to support parental involvement.</p> | Instructional Leadership | 6/21/2021 | Local (Basic Allotment) | 814 | Incomplete | Parent volunteers and involvement will increase by 10% as recorded through volunteer logs and parent surveys. |
| 3 | Positive School Culture - Increase the capacity for parental involvement and volunteer opportunities. | Use of translator services to interact with parents. | Instructional Leadership | 6/21/2021 | Bilingual | 53 | Incomplete | Parent volunteers and involvement will increase by 10% as recorded through volunteer logs and parent surveys. |
| 4 | Positive School Culture - Increase the capacity for parental involvement and volunteer opportunities. | this position needs to be hired by administration | Principal, Assistant Principal | 6/21/2021 | Title I | 9,000 | | Employ Community Liaison |

| | | | | | | | | |
|---|---|--|---|-----------|---------|-------|--|--|
| 5 | Positive School Culture - Increase the capacity for parental involvement and volunteer opportunities. | | Principal,Assistant Principal,Teacher(s) | 6/21/2021 | Title I | 750 | | Family Science Night |
| 6 | Positive School Culture - Increase the capacity for parental involvement and volunteer opportunities. | | Principal,Assistant Principal,Instructional Leadership,Teacher(s) | 6/21/2021 | Title I | 750 | | Snacks for community engagement |
| 7 | Positive School Culture - Increase the capacity for parental involvement and volunteer opportunities. | | Principal,Assistant Principal,Instructional Leadership | 6/21/2020 | Title I | 1,306 | | Supplies and materials for family engagement |

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:

