

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

**Principal:** Harper, Andrea

**Campus Name:** 208 - Sims ES, T.A.

**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: 60

Special Education: 10.4

Dual Language/ESL: 57.9

Gifted and Talented: 6.8

Career and Technology: 0

Percentage of at-risk students: 81.1

Percentage of English Language (EL) students: 60.1

Percentage of economically disadvantage students: 98.3

## 2020-2021 Campus Site-Based Committee

Name	Role
Alice Emmert	Teacher
Laura Head	Teacher
Abel Ojeda	Teacher
Liza Reed	Teacher
Antoinette Ford	District Employee Relations Council Representative
Kimberly Brooks	Campus Non-Teacher Professional
Dawn Cortez	District Level Staff
Dorita Vasquez	Parent
Maricela Ramirez	Parent
Jolanta Mays	Parent
Dulce Ortiz	Business Representative
Sam Chavez	Business Representative
Shelby Stevenson	Community Representative
Norma Casas	Community Representative
Olga Bernal	Additional Representative Appointment
Kalicia Williams	Additional Representative Appointment

## Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Sims ES, T.A..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> 60	75 - C
Domain 2: <b>School Progress</b> 75	
Domain 3: <b>Closing The Gaps</b> 75	

## 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

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. Students with chronic absences reduced due to strategic planning, outreach, support, and incentives for students & their families.	1. PK-1st Grade attendance rates are low. Training needed for parents on the correlation between attendance and student achievement.	1. 1. Provide targeted Professional Development within content areas, technology, and best instructional strategies based on teacher and campus needs.
	2. DL offered PK-5th Grade meets the needs of our student population.	2. 98% Economic Disadvantage student population struggled to participate in online learning. Access to technology and ongoing training needed for parents and students.	2. 2. Consistent utilization of campus data, RTI best practices, and professional learning opportunities that are monitored for effectiveness and impact on student achievement.
	3.	3. Ongoing training for teachers on race & equity and SEL to build relationships and trust among students, parents, and staff	3. 3. Overall student achievement (Domain I of STAAR) and Literacy Levels need improvement 4. 4. Increase parental engagement and education to improve students' attendance and achievement
Student Achievement	1. Distinction earned for Domain II Academic Growth on STAAR	1. 50% or less of students in each class participating in online learning resulting in an achievement gap. Extended learning time for students needed to close gaps.	5.
	2. Met Standard for Domain III Closing the Gaps	2. Develop a school wide plan for K-5 students to compact instruction missed during COVID-19 and accelerate learning to ensure students are on grade level by EOY	
	3.	3. Literacy Levels are below grade level campus wide. A structured and rigorous literacy program is needed.	
School Culture and Climate	1. According to the Campus Based Survey, the teachers stated that the school's climate is positive and family oriented.	1. Ongoing training for teachers on Restorative Practices to reduce persistent student misbehavior by educating staff on proper implementation and benefits of consistent use of PBIS	
	2. PBIS that recognizes students and staff accomplishments	2. Address employee wellness, self-care, and cohesiveness of staff	
	3. Collaboration opportunities for teachers	3. School branding campus wide with motto, school colors, mascot needed to enhance school spirit pride.	
Staff Quality/ Professional Development	1. Teachers were able to participate in content area PLC's to collaborate instructional best practices.	1. Teacher initiated and led PLCs that focus on data driven instruction and research based instructional practices	
	2. Individualized coaching and feedback provided to all teachers	2. Provide teachers with technology training that will increase proficiency of online instruction.	
	3. Teachers utilized the campus instructional one-pager to ensure consistency of the campus expectations.	3. Provide teachers with coaching and support to improve content knowledge and enhance instructional delivery that results in high student achievement.	
Curriculum, Instruction, and Assessment	1. Routine and timely data meetings held by grade level and content to analyze student progress and create reteach plans to address deficits in students' learning.	1. During weekly PLC's align assessments with the deconstructed TEKS to ensure alignment of instruction.	
	2. Increased access to technology to promote student engagement and achievement	2. Campus wide data tracking protocol to progress monitor mastery of TEKS & Literacy Levels	
	3. Utilize a common template for Instructional planning Calendars and Lesson Plans to ensure prioritization of TEKS	3. Documented interventions need to be monitored before, during, and after a child is officially in the RTI process or identified for SPED services	

<b>Family and Community Involvement</b>	1.	AVANCE, Concilio, and PAT classes conducted weekly giving access to early learning at school for students ages 0-4 yrs old and their parents	1.	Utilize a communication platform to keep parents informed of upcoming events via email, social media, newsletter, and the website.
	2.		2.	Host parent workshops on how to utilize technology to access resources and meet the academic & physical well being, and social-emotional needs of students.
	3.		3.	Parent workshops led by teachers to preview curriculum and provide tools to support their child academically
<b>School Context and Organization</b>	1.	Varied committees and leadership opportunities for teachers	1.	Routine celebrations and activities that recognize students, parents, and staff.
	2.	Diverse after school programming and extra-curricular activities provided for students	2.	Create an online system for teachers to have Campus Based Professional Learning process due to the limitations of Face to Face interactions during staff meetings.
	3.		3.	

# Academic Excellence Goals

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

Campus Name: 208 - Sims ES, T.A.

Principal: Harper, Andrea

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.	--	32.00	--		
	Percent of students in grades K-2 reading on or above grade level as measure by MAP fluency will increase from beginning-of-year to end-of-year(baseline)		75			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	5.3 Increase teacher effectiveness, content knowledge, and ability to support students in achieving expectations for Reading through grade level and vertical PLCs that include SPED and GenEd teachers.	Develop professional learning calendar. Conduct PLCs weekly that include deepening knowledge of state standards, planning lessons that align with the rigor of the standards and follow the scope/sequence of the curriculum analyzing student work, and sharing best practices to improve student achievement.	Other	9/8/2020	Special Education	4,319		Conduct PLCs that align to student work with standards and increase collaboration among colleagues and deepen content knowledge by utilizing the best practices.
2 Title I	5.1 Teacher Assistants utilized to provide small group reading intervention for Tier 2 students in 1st-3rd Grade students to ensure students are on/above grade level by EOY.	Train TAs on LL/Soluciones. Assign Tier 2 & Tier 3 students for intervention. 30-45 minute provided daily lesson utilizing LLI & Soluciones, submit running records bi-weekly, track student progress/mastery	Other	6/4/2021	Title I	44,000		75% of identified students receiving targeted support reading on grade level by EOY
3 Title I	5.3 Data Analyst plans and facilitates individual Teacher/Grade Level Data Meetings	Data Analyst in collaboration with Teachers identify high leverage TEKS, review student work and plan corrective instruction(utilize technology instruction such as All in Learning Tracker with class avg and individual student progress, materials and supplies for monitoring of student data	Other	6/4/2021	Title I	58,000		All teachers PK-5 will participate in data meetings, track student progress, and plan instruction to teach identified high level standards to mastery based on their data.
4 Title I	5.1 Utilize research based resources including instructional materials and Instructional Coaches to improve student achievement for grades PK-5.	Routine walk-throughs and teacher feedback provided daily to ensure quality instruction is provided and effective materials/resources are being utilized that align curriculum, instruction and assessment.	Instructional Leadership	6/4/2021	Title I	20,000		100% of all teachers will align research based materials with the curriculum to impact student achievement, through daily effective feedback.
5 Title I	5.1 Utilize Instructional Coaches to improve teacher practice. As a result combined Eng/Span 3rd Grade Reading will increase from 27% to 65% and 75% of grades K-2 reading on/above grade level.	Tier teachers and assign them to an Instructional Coach so each teacher receives weekly coaching support either from direct one on one coaching or during PLC, using the coaching feedback cycle for continuous improvement.	Instructional Leadership	9/8/2020	SCE	6,372		Eng/Span 3rd Grade Reading will increase from 27% to 65% on STAAR and 75% of grades K-2 reading on/above grade level, utilizing Tiered teaching support.

6	Title I	Computer Lab Teacher Assistant to help facilitate student Digital Literacy utilizing technology for students to improve digital learning.	Provide targeted digital instruction and support to students to increase proficiency with use of technology	Teacher(s)	6/4/2021	Title I	28,000		90% of students will be proficient in their grade level technology TEKS.
7	LEP	Technology to support teaching and learning	Purchase resources including software, technology, and accessories to increase bi-literacy	Teacher(s)	10/15/2020	Bilingual	2,076		100% access to quality instruction to increase overall performance on lessons and assessments.
8	LEP	General supplies for teachers to differentiate, remediate, and accelerate student learning.	Purchase supplies for quality instruction and intervention to improve Literacy, Math, and Science achievement	Teacher(s)	12/1/2020	Title I	31,112		Differentiated instruction in lesson plans and instructional delivery as evidenced by daily student engagement and student demonstrations of learning
9	LEP	Other reading materials to support teaching and learning that improve student performance for state testing.	Purchase and utilize STAAR formatted materials to increase student achievement.	Principal,Teacher(s)	10/31/2020	Title I	15,000		100% of all students will have aligned STAAR formatted resources to increase student performance.
10	Title I	5.1 Extend learning time for students to master grade level TEKS	After school tutorials to improve Literacy, Math, and Science achievement. Designate teachers with proven success to provide after school tutorials. Teachers will submit instructional plan for tutorials. Attendance and data trackers will be maintained to monitor student success. Admin will provide feedback to teacher on tutorial instruction.	Assistant Principal,Teacher(s)	11/1/2020	Title I	5,000		Increase Meets category performance on STAAR Math, Literacy, and Science Test.
11	Title I	5.4 Reading Interventionist will provide targeted support for Tier 2 and Tier 3 students in grades 1-3.	30-45 minute provided daily lesson utilizing LLI & Soluciones, submit running records bi-weekly, track student progress/mastery	Other	6/4/2021	FWCP	58,000		75% of identified students receiving targeted support reading on grade level by EOY

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: 208 - Sims ES, T.A.

Principal: Harper, Andrea

Executive Director: Susan Hernandez

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	34	65	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	5.3 School-wide data protocol to analyze common assessments, plan and develop instructional strategies that are aligned with high leverage standards.	Weekly PLCs built into master schedule. Provide extended time for teachers to meet once/6 weeks for the purpose of grade level alignment with rigor of standards and vertical articulation to increase mastery across grade levels	Instructional Leadership	6/18/2021	Title I	4,383		Increase teacher efficacy and timely response in addressing misconceptions and teach to mastery resulting in student success
2 Title I	5.1 Extend learning time for students to master grade level TEKS and increase Meets category performance on STAAR Math Test.	Teachers will submit instructional plan for tutorials. Attendance and data trackers will be maintained to monitor student success. Admin will provide feedback to teachers on tutorial instruction.	Teacher(s)	5/7/2021	Title I	10,000		Designate teachers with proven success to provide after school tutorials.
3 Title I	5.1 Utilize research based resources including instructional materials and instructional coaches to improve student achievement for grades 3-5.	Routine walkthroughs and teacher feedback provided daily	Instructional Leadership	6/18/2021	Title I	16,000		Quality instruction is provided and effective materials/resources are being utilized that align curriculum, instruction, and assessment.
4 Title I	Purchase supplies and materials for students identified as talent pool or gifted and talented to improve the quality of student work when participating in project based learning and academic competitions.	Identify talent pool and gifted students to participate in enrichment activities during and after school including	Teacher(s)	1/29/2021	Gifted & Talented	266		Students will engage in learning activities that promote higher level thinking skills.
5 SPED	5.3 Increase teacher effectiveness, content knowledge, and ability to support students in achieving expectations for Math through grade level and vertical PLC's that include SPED and GenEd teachers.	Develop professional learning calendar. Conduct PLC's weekly that include deepening knowledge of state standards, planning lessons that align with the rigor of the standards and follow the scope/sequence of the curriculum, and analyzing student work	Instructional Leadership	6/4/2021	Local (Basic Allotment)	4,600		All teachers included in professional learning communities that share best practices to improve instructional delivery and student achievement.
6 Title I	5.1 Utilize instructional coaches to improve teacher practice. As a result combined 3rd-5th Grade All Student Math will increase from BOY to EOY for Approaches, Meets, and Masters	Tier teachers and assign them to an instructional coach so each teacher receives support weekly using the coaching feedback cycle for continuous improvement.	Instructional Leadership	6/18/2021	FWCP	55,000		Increased proficiency in the use of data to make informed instructional decisions that result in student success

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: 208 - Sims ES, T.A.

Principal: Harper, Andrea

Executive Director: Susan Hernandez

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	150	545	
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	15	9	
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	6	18	

### 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 support and training for parents to increase academic performance.	Identify Teacher Leaders to lead parent classes to increase academic support at home once/6 weeks.	Teacher(s)	6/4/2021	Local (Basic Allotment)	2,000		Parents and students are able to understand and utilize technology.
2 Title I	PBIS plan implemented that utilizes schoolwide common area expectations, proactive classroom management and restorative practices to improve student conduct and address social-emotional needs of students. Incentives for students, their families, and staff provided for positive behavior with reward to redeem bucks for a prize from the school store.	Restorative practice walks with RP specialist, posted expectations, bulldog bucks distributed to all staff. Bulldog store is open every Friday to redeem bucks for prize.	Teacher(s)	6/4/2021	Local (Basic Allotment)	7,500		To promote positive student behavior, improve parental engagement, and increase community involvement.
3 Title I	Supplies, equipment, and materials to communicate and host wellness events with school community and encourage students, their families, and staff participation.	Conduct 1 wellness activity/event every six weeks.	Teacher(s)	6/4/2021	Local (Basic Allotment)	500		To improve the health and wellness of students, families, and staff.
4 Title I	Utilize campus-based Social Worker to provide support for students that are identified as at-risk and provide resources for their families.	Establish caseload of 90 students being served by MOY. Provide small group support to improve social skills and study habits. Provide community resource information monthly or as it becomes available. Monitor attendance and academics fro students on caseload twice/6weeks.	External Stakeholder	6/4/2021	Other	44,000		To ensure that all students feel a sense of belongingness and connectedness, communicate with families, and provide resources to support their physical and social-emotional needs.

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:

## 208 - Sims ES, T.A.

→ Budget Allotment Summary →	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL Allotment
	\$ 14,600.00	\$ 6,372.00	-	\$ 2,076.00	\$ 266.00	\$ 4,319.00	\$ 231,495.00	\$ 259,128.00

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Budget Summary

Principal: Harper, Andrea

Executive Director: Susan Hernandez

### Summary by Fund Source

Fund Source →	Local Basic Allotment	SCE <small>State Compensatory Education</small>	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CIP
Academic Excellence Goals	-	\$ 6,372.00	-	\$ 2,076.00	-	\$ 4,319.00	\$ 201,112.00	\$ 213,879.00
Mission	\$ 4,600.00	-	-	-	\$ 266.00	-	\$ 30,383.00	\$ 35,249.00
Learning Environment Goals	\$ 10,000.00	-	-	-	-	-	-	\$ 10,000.00
<b>Total Allocated</b>	<b>\$ 14,600.00</b>	<b>\$ 6,372.00</b>	<b>-</b>	<b>\$ 2,076.00</b>	<b>\$ 266.00</b>	<b>\$ 4,319.00</b>	<b>\$ 231,495.00</b>	<b>\$ 259,128.00</b>
<b>Percent Budgeted</b>	<b>100%</b>	<b>100%</b>	<b>0%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	School Improvement	Other	Total
	Amount	-	-	-	-	\$ 113,000.00	-	-	\$ 113,000.00