

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

**Principal:** CortesRangel, Amelia

**Campus Name:** 220 - Contreras ES, Alice D.

**Executive Director:** Jill Balzer

### 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: 95

Special Education: 6.1

Dual Language/ESL: 54.5

Gifted and Talented: 4.8

Career and Technology: 0

Percentage of at-risk students: 69.8

Percentage of English Language (EL) students: 55.8

Percentage of economically disadvantage students: 92.9

### 2020-2021 Campus Site-Based Committee

| Name                | Role                                  |
|---------------------|---------------------------------------|
| Amelia CortesRangel | Principal                             |
| Pamela Carrick      | Other                                 |
| Alison Smith        | Campus Non-Teacher Professional       |
| Valerie King        | Additional Representative Appointment |
| Chad Davis          | District Level Staff                  |
| Juan DeLa Rosa      | Business Representative               |
| Marifer Contreras   | Business Representative               |
| Victor Beltran      | Community Representative              |
| Erica Calderon      | Teacher                               |
| Keri Wagner         | Teacher                               |
| Ashley Collins      | Teacher                               |
| Carolyn Litke       | Teacher                               |
| Esther Iniguez      | Parent                                |
| Gloria Melendez     | Parent                                |
| Violeta Alvarez     | Parent                                |
| Stu Cocanougher     | Community Representative              |

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Contreras ES, Alice 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: <b>Student Achievement</b> 64 | 68 - D                                    |
| Domain 2: <b>School Progress</b> 70     |   |
| Domain 3: <b>Closing The Gaps</b> 62    |   |

### 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

**Yes** 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<br>What were the identified strengths?   | Summary of Needs<br>What were the identified areas needing improvement or areas of weaknesses?  | Priorities<br>Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.                   |
|---|---|---|---|
| Demographics                            | 1. Per Power Schools data 90% of our students are ED.   | 1. ED % decreased from 93% to 90%. Many families did not complete the online registration for various reasons.  | 1. 1. Improve student achievement in all content areas.   |
|   | 2. Mobility rate is 7.7%  |   | 2. 2. Increase social/emotional support for all student and families.   |
|   | 3.  | 2. All students decreased in reading approaches: 76% to 69, meets: 42% to 36% and masters: 17% to 16%.<br>3.  | 3. 3. Increase parent engagement.<br>4. 4. Increase partnerships between school, families, and community to increase student achievement. |
| Student Achievement                     | 1. All students increased in 4th grade reading: approaches 56% to 68%, meets 28% to 34% masters: 10% to 18%   | 1. All students decreased in math approaches: 83% to 72% meets: 41% to 36% masters 16% to 15%   | 5. 5. Utilize push-in staff/tutors to compact instruction due to Covid-19.  |
|   | 2. ED students increased in 4th grade Reading: approaches 54% to 68%, meets 24% to 34% masters: 9% to 17%   | 2. 55% of students performed at approaches in 5th grade science   |   |
|   | 3.  | 3. 48% of students performed at approaches in 4th grade writing   |   |
| School Culture and Climate              | 1. Six weeks attendance celebrations were held for students with Perfect attendance, and improved attendance  | 1. Duplicate incident referrals occur between our Hispanic male students per Focus referrals documented. These students are also our students needing extra academic support. |   |
|   | 2. Most teachers have received Restorative Practices training which aligns with PBIS.   | 2. Boys Town PD was not completed due to Covid 19; therefore, campus wide expectations in regards to implementation were not articulated.                                     |   |
|   | 3. Student of the month, Teacher of the month, staff of the month recognitions and celebrations.  | 3. Due to upgrades to Breakfast in the Classroom and dismissal, parents/teachers are limited to face-to-face interactions.  |   |
| Staff Quality/ Professional Development | 1. PLCs and pull-outs were focused on analyzing student work and data after interim assessments and benchmarks. Driven by data protocol was followed with all grade levels. | 1. Teachers did not have many opportunities to engage in vertical alignment meetings.   |   |
|   | 2. Teachers were provided the opportunity to observe other teachers on and off campus and implement 2-3 best practices observed.  | 2. Allow more opportunities for teachers/staff to take on leadership opportunities such as delivering PD aligned to campus needs during PLCs and staff meetings.              |   |
|   | 3. Instructional coach supported identified teachers and PLCs   | 3. upgrades are needed in order to ensure our mentor program supports new teachers to teaching, campus, grade/content throughout the year.                                    |   |
| Curriculum, Instruction, and Assessment | 1. Kinder-2nd grade teachers continue using Fountas and Pinnell to assess students, group their students  | 1. Gradual release model PD 1 was provided but we need to continue modeling lessons following the model during PLCs, staff meetings   |   |
|   | 2. All teachers have common planning which allows them to engage in grade level meetings to plan together   | 2. LLI/Soluciones kits were provided; however due to Covid 19, we were unable to continue implementation.   |   |
|   | 3. Data tracking sheets were created and maintained by Data Analyst which allowed teachers to focus on identifying next steps to support students.                          | 3. PLCs focused on analyzing student work and data. More time needs to be allocated to allow teachers to plan, model upcoming lessons aligned to the standards.               |   |

|   |    |   |    |   |
|---|----|---|----|---|
| <b>Family and Community Involvement</b> | 1. | Partnerships increased: SouthCliff Baptist church, Blue Zones, ER Near Me, Panaderia Goyo.  | 1. | PTO events were parent led.   |
|   | 2. | Coffee with Principals occur once a month.  | 2. | Not many parents volunteer. Our family communications liason was hired in March and then Covid-19 interrupted implementations.  |
|   | 3. | PTO/Parents as Teachers, El Concilio are activie  | 3. | Parents have identified a need to communicate with teachers more frequently.  |
| <b>School Context and Organization</b>  | 1. | Master schedule allows for common planning.   | 1. | Systems refinement needed to ensure processes are followed consistently.  |
|   | 2. | Some committees meet regularly to plan events' Literacy, Math, Technology, Hospitality.   | 2. | Not all committees were able to meet due to lack of opportunities: 2 staff meetings a month focused on other school needs and teachers not being able to meet other days. |
|   | 3. | Extra curricular activities are offered to students: After school program, Good News Club, Boys and Girls Club, Jr. Optimist Club | 3. |   |

# Academic Excellence Goals

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

Campus Name: 220 - Contreras ES, Alice D.

Principal: CortesRangel, Amelia

Executive Director: Jill Balzer

| 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. | --         | 36.00 | --      | 43        |             |
|             |  |            |       |         |           |             |
|             |  |            |       |         |           |             |

### 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<br>Teachers will engage in Professional Learning sessions targeting the TEKS such as: TEKS resource system and Fundamental 4.   | Teachers will participate/lead pull-out PD sessions targeting best practices aligned to campus and district needs for all content areas: literacy, math, and science (interdisciplinary) agreed upon by teachers and admin. | Principal,Assistant Principal,Instructional Leadership,Teacher(s)                          | 5/28/2021 | Title I                 | 4,000    |           | All teachers will implement best practices identified after attending PD sessions in order to improve student achievement as evidenced by lesson plans, walkthrough feedback and data. |
| 2                     | Title I<br>Teachers will engage in Professional Learning sessions targeting the TEKS such as: TEKS resource system and Fundamental 4.   | Teachers will participate in PD that is differentiated based on their own needs as agreed upon by teacher-admin. General supplies and other materials will be purchased in order to support this strategy.                  | Principal,Assistant Principal,Instructional Leadership,Teacher(s)                          | 5/28/2021 | Local (Basic Allotment) | 5,000    |           | All teachers will implement best practices identified after attending PD sessions in order to improve student achievement as evidenced by lesson plans, walkthrough feedback and data. |
| 3                     | Title I<br>Teachers will engage in Professional Learning sessions targeting the TEKS such as: TEKS resource system and Fundamental 4.   | Admin and teachers will meet to discuss best practices that will be implemented in the classroom and timelines as well as general supplies needed in order to implement successfully.                                       | Principal,Assistant Principal,Instructional Leadership,Teacher(s)                          | 5/28/2021 | Title I                 | 4,144    |           | All teachers will implement best practices identified after attending PD sessions in order to improve student achievement as evidenced by lesson plans, walkthrough feedback and data. |
| 4                     | Title I<br>PLC cycle will be focused on lesson planning, data analysis, analyzing student work and PD sessions to increase student achievement.   | Teachers will collaborate and design aligned lessons. Materials and supplies will be provided to support the execution of the lessons.  | Principal,Assistant Principal,Instructional Leadership,Teacher(s),Student Support Services | 5/28/2021 | Title I                 | 5,000    |           | Teachers will engage in collaborative PLC practices resulting in improvement of Tier 1 instruction.  |
| 5                     | Title I<br>100 percent of identified students will participate in reading/math instructional support as evidenced in Title 1 teacher's schedule in order to improve academic achievement. | 1. Title 1 teacher will create a schedule identifying targeted students.  | Teacher(s)   | 9/11/2020 | Title I                 | 61362.00 | On Target | Increase of percentage of students achieving in all performance level as evidenced by benchmarks and other assessments.  |

|    |         |   |  |                                      |            |                         |          |           |   |
|----|---------|---|--|--------------------------------------|------------|-------------------------|----------|-----------|---|
| 6  | Title I | Data Campus Leader will support the increase of student achievement specifically focusing on priority groups.                       | Data Campus Leader will follow the Paul Bambrick Santoyo data-driven model to support teachers with the identification of highest leverage TEKS to teach/reteach based on data. General supplies will be purchased to support this implementation. | Data Analyst                         | 10/26/2020 | Local (Basic Allotment) | 5,000    | On Target | Teachers will use corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. |
| 7  | Title I | Data Campus Leader will support the increase of student achievement specifically focusing on priority groups.                       | Data Campus Leader will be a member of the Leadership Team.  | Data Analyst                         | 9/11/2020  | Title I                 | 79000.00 | On Target | Teachers will use corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. |
| 8  | SPED    | Student vocabulary acquisition and MAP fluency will be enhanced through the use of district approved resources such as Flocabulary. | Flocabulary will be renewed.   | Instructional Leadership, Teacher(s) | 9/25/2020  | Special Education       | 2,673    |           | Increase of percentage of students achieving in all performance levels as evidenced by benchmarks and other assessments.  |
| 9  | LEP     | Students will read self selected texts and participate in assessments via the Accelerated Reader program.                           | Renew Accelerated Reader (AR)  | Teacher(s), Other                    | 9/25/2020  | SCE                     | 5,364    |           | An increase of students' comprehension as measured by the Success Rate report. Baseline: 40% of students meeting the 80% Success Rate to Goal= 60%  |
| 10 | LEP     | Students will read self selected texts and participate in assessments via the Accelerated Reader program.                           | Librarian will order books that are representative of our school demographics.   | Instructional Leadership, Other      | 5/28/2021  | Local (Basic Allotment) | 5,000    |           | An increase of students' comprehension as measured by the Success Rate report. Baseline: 40% of students meeting the 80% Success Rate to Goal= 60%  |

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: 220 - Contreras ES, Alice D.

Principal: CortesRangel, Amelia

Executive Director: Jill Balzer

| 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                       | 36             | 43        | 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             | Teachers will create and deliver effective instruction to students.   | Campus instructional leaders will provide feedback to teachers and lesson planning support during PLCs. General supplies will be purchased in order to support implementation of highly effective lesson plans.            | Principal,Assistant Principal,Instructional Leadership,Teacher(s) | 5/28/2021 | Title I           | 12,000 |        | Teacher lesson execution will improve as evidenced via lesson plans, walkthrough feedback and student data. |
| 2 Title I             | Teachers will create and deliver effective instruction to students.   | New teachers(new to teaching, new to grade level, new to campus) will participate in mentor program where they will attend after school PD based on their needs.   | Instructional Leadership,Teacher(s)                               | 5/28/2021 | Title I           | 4,000  |        | Teacher lesson execution will improve as evidenced via lesson plans, walkthrough feedback and student data. |
| 3 LEP                 | Teachers will engage in Data-driven instruction practices in order to analyze student data, identify highest leverage misconceptions, root causes and next action steps in order to improve students achievement. | Campus Leadership team will meet after each assessment to analyze and make informed decisions. General supplies will be purchased to support this action step.   | Principal,Assistant Principal,Instructional Leadership,Teacher(s) | 1/4/2021  | Title I           | 3,000  |        | Student achievement (all groups) will be increased as measured by benchmarks, MAP and other assessments.    |
| 4 LEP                 | Teachers will engage in Data-driven instruction practices in order to analyze student data, identify highest leverage misconceptions, root causes and next action steps in order to improve students achievement. | Teachers will engage in the analysis of student data: unpack standards,analyze exemplars, identify gap(s), plan reteach, practice reteach, follow through. General supplies will be purchased to support this action step. | Principal,Assistant Principal,Instructional Leadership,Teacher(s) | 1/4/2021  | Bilingual         | 1,694  |        | Student achievement (all groups) will be increased as measured by benchmarks, MAP and other assessments.    |
| 5 LEP                 | Teachers will engage in Data-driven instruction practices in order to analyze student data, identify highest leverage misconceptions, root causes and next action steps in order to improve students achievement. | Teachers will engage in the analysis of student data: unpack standards,analyze exemplars, identify gap(s), plan reteach, practice reteach, follow through. General supplies will be purchased to support this action step. |   | 1/4/2021  | Gifted & Talented | 374    |        | Student achievement (all groups) will be increased as measured by benchmarks, MAP and other assessments.    |
| 6 LEP                 | Teachers will engage in Data-driven instruction practices in order to analyze student data, identify highest leverage misconceptions, root causes and next action steps in order to improve students achievement. | Student progress toward measurable goals is visible in classrooms and hallway.   | Principal,Assistant Principal,Instructional Leadership,Teacher(s) | 5/28/2021 | Title I           | 1,000  |        | Student achievement (all groups) will be increased as measured by benchmarks, MAP and other 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:



# Learning Environment Goals

## Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

Campus Name: 220 - Contreras ES, Alice D.

Principal: CortesRangel, Amelia

Executive Director: Jill Balzer

| 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                               | 212            | 400       | EOY         |
|             | PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from | 135            | 100       | 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 LEP                 | Parents/guardians enrolled in Parent Portal will increase throughout the year.  | Data Clerk will assist families with the enrollment of Parent Portal. Enrollment count will be monitored bi-weekly on a tracking document. General supplies will be purchased in order to increase parent enrollment. | Assistant Principal, Other                   | 5/28/2021 | Title I                 | 2,000  |        | Goal is to have +75 percent of families enrolled in Parent Portal resulting in parents/guardians will analyze student grades, progress reports and report cards. |
| 2 LEP                 | Parents/guardians enrolled in Parent Portal will increase throughout the year.  | Coffee with principals and other family events will include sessions targeting Parent Portal (what it is, how to enroll, how to navigate) Flyers will be sent home, info will be posted on Social Media.              | Principal, Assistant Principal, Other        | 5/28/2021 | Title I                 | 2,500  |        | Goal is to have +75 percent of families enrolled in Parent Portal resulting in parents/guardians will analyze student grades, progress reports and report cards. |
| 3 LEP                 | Parents/guardians enrolled in Parent Portal will increase throughout the year.  | Snacks for parents will be purchased in order to promote participation.   | Instructional Leadership                     | 5/28/2021 | Title I                 | 2,000  |        | Goal is to have +75 percent of families enrolled in Parent Portal resulting in parents/guardians will analyze student grades, progress reports and report cards. |
| 4 Title I             | Teachers will engage in SEL and Culturally Responsive PD sessions such as TBRI, Boys Town and Restorative Practices in order to increase achievement in all groups. | Teachers will participate in PD focusing on how to better understand and support students with various SEL needs. General supplies will be purchased to support this action step.                                     | Instructional Leadership, Teacher (s), Other | 1/4/2021  | Title I                 | 5,000  |        | The number of duplicated referrals will decrease as evidenced by Focus reports ADQ Cycle reports.  |
| 5 Title I             | Teachers will engage in SEL and Culturally Responsive PD sessions such as TBRI, Boys Town and Restorative Practices in order to increase achievement in all groups. | Data will be shared with staff and other stakeholders every six weeks. General supplies will be purchased to support this action step.  | Instructional Leadership, Teacher (s), Other | 5/28/2021 | Local (Basic Allotment) | 3,553  |        | The number of duplicated referrals will decrease as evidenced by Focus reports ADQ Cycle reports.  |

|   |     |  |  |            |            |         |       |   |
|---|-----|--|--|------------|------------|---------|-------|---|
| 6 | LEP | Students and other stakeholders will engage in wellness activities:mental, physical, nutritional | Wellness coordinator will identify, schedule and inform stakeholders of the events. General supplies will be purchased in order to support this action step. | Teacher(s) | 10/30/2020 | Title I | 1,000 | Increase of participation in all events as evidenced by sign-in sheets. Baseline= BOY activity-throughout the year increased. |
|---|-----|--|--|------------|------------|---------|-------|---|

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:

