

## State Accountability Status

### Met Standard

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

#### CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 SCHOOL YEAR

the Fort Worth ISD School Board;  
the Texas Education Code;  
Title I, Part A; and  
Priority / Turnaround Plans

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.

Domain 1: Student Achievement

Domain 2: School Progress

Domain 3: Closing The Gaps

Improvement Required

Met Standard

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#### SBDM Members

Name

Role

Claudia Villeda

Teacher

Janet Harris

Teacher

Mirella Barakat

Teacher

Alexandra Deleon

Teacher

Cristal Castillo

Campus Non-Tch Prof

Rose Moreno

District-Level Staff

Catherine Brasier

Parent

Ericson Lopen

Parent

Salvador Carranza

Parent

Eddie Bermea

Business Rep

Javier Tejada

Business Rep

Felicia Hollie

Community Rep

Select

Select

Select

Select

Select

Select

### Fort Worth ISD Mission

Preparing ALL students for success in college, career, and community leadership.



Campus:

Principal:

|                 |                            |                                   |
|-----------------|----------------------------|-----------------------------------|
| No Graduation   | No Feeder Pattern Analysis | Yes Data Accuracy                 |
| Yes Attendance  | No Cohort Analysis         | Yes Surveys                       |
| Yes Discipline  | No Support Systems         | No Fund Balance                   |
| Yes Instruction | No Intervention Services   | No Recruit & Retain Quality Staff |
| Yes Curriculum  | No                         |                                   |



|   |    |   |   |   |
|---|----|---|---|---|
|   | 2. | Spanish Writing Quick Writes 67%                            | 2. 4th Grade Writing is low across the board  | 5. Increase student engagement (reduce absences and tardies). |
|   | 3. | 3rd grade English Reading Benchmark was 57% approaches      | 3. 3rd Grade Spanish Reading Benchmark was at 31% approaches; 4th grade Reading Benchmark was at 30%. | 6.  |
| School Culture and Climate              | 1. | Building relationships through Circle Time                  | 1. Some teachers still don't know all names of those that are new to the building.                    | 7.  |
|   | 2. | More Students showing respect (eagle bucks).                |   | 8.  |
|   | 3. | Faculty, parents and students are greeting each other more. |   | 9.  |
| Staff Quality/ Professional Development | 1. | Consistent new teacher meetings to offer support.           | 1. Additional training for Achieve.   | 10.   |
|   | 2. | Pull out PD for SGGR & Data collaboration.                  | 2. Additional time for grade levels to plan together.   |   |



3.

Teacher collaboration within  
grade levels.

3. Need for more vertical team meetings.

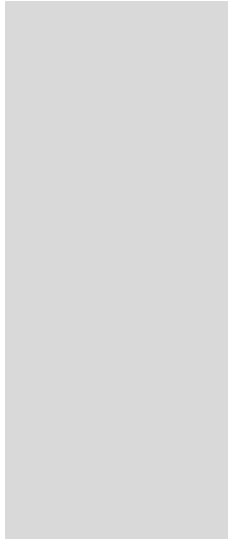
1.

Grouping students based on data  
to work in small groups.

1. 3' RQ \$FKLHYH£

2.

More teachers making real life



1.

The duty schedule involves everyone on campus. Everyone is

178-Westcreek ES

| Budget Summary | Local             | SCE      | CTE | Bilingual | Gifted & Talented | Special Education | Title I    | TOTAL   |
|----------------|-------------------|----------|-----|-----------|-------------------|-------------------|------------|---------|
|                | (Basic Allotment) |          |     |           |                   |                   |            |         |
|                | \$ 37,102         | \$ 5,988 |     | \$ 1,220  | \$ 223            | \$ 2,990          | \$ 167,858 | 215,381 |

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Julie Cortina

Leadership Director: Hilda Caballero

Summary by Fund Source

| Fund Source                             | Local Basic Allotment | SCE State Compensatory Education | CTE         | Bilingual       | Gifted & Talented | Special Education | Title I           | GRAND TOTAL budgeted in CEIP |
|---|-----------------------|----------------------------------|-------------|-----------------|-------------------|-------------------|-------------------|------------------------------|
| Student Outcome Goals                   | 17,500                | 0                                | 0           | 1,220           | 223               | 2,990             | 127,000           | \$ 148,933                   |
| Campus Needs - Student Achievement      | 10,000                | 3,300                            | 0           | 0               | 0                 | 0                 | 18,800            | \$ 32,100                    |
| Campus Needs                            | 6,000                 | 2,300                            | 0           | 0               | 0                 | 0                 | 3,000             | \$ 11,300                    |
| Parent/Family Engagement Health Related | 3,000                 | 0                                | 0           | 0               | 0                 | 0                 | 19,100            | \$ 22,100                    |
| <b>TOTAL</b>                            | <b>\$ 36,500</b>      | <b>\$ 5,600</b>                  | <b>\$ -</b> | <b>\$ 1,220</b> | <b>\$ 223</b>     | <b>\$ 2,990</b>   | <b>\$ 167,900</b> | <b>\$ 214,433</b>            |
| Allocations                             | 37,102                | 5,988                            | -           | 1,220           | 223               | 2,990             | 167,858           | 215,381                      |
| Percent Budgeted                        | 98%                   | 94%                              | NA          | 100%            | 100%              | 100%              | 100%              | 100%                         |

| Other Funding Sources | Source              | PTA/PTO | Community Partner | Corporate | Non-Profit | FWCP | Focus/Priority | Total |
|-----------------------|---------------------|---------|-------------------|-----------|------------|------|----------------|-------|
|                       | Amount              |         |                   |           |            |      |                |       |
| Allocations           | Student Outcome     |         |                   |           |            |      |                | -     |
|                       | Student Achievement |         |                   |           |            |      |                | -     |
|                       | Campus Needs        |         |                   |           |            |      |                | -     |
|                       | Family/Health       |         |                   |           |            |      |                | -     |

# Student Outcome Goals

Goal:

|  | Baseline(BOY) | to Target | by Deadline |
|--|---------------|-----------|-------------|
|  | 29%           | 65%       | EOY         |
|  | 23%           | 70%       | EOY         |
|  | 11%           | 80%       | EOY         |
|  | 50%           | 60%       | EOY         |
|  | 50%           | 70%       | EOY         |

## Alignment

| Title I Components | PBMAS | Implementation Action Steps (Target Element Strategies)   | Person(s) Responsible                                     | Timeline | PD Code | Budget Source | Amnt         | Focus |
|--------------------|-------|---|---|----------|---------|---------------|--------------|-------|
| 1                  | LEP   | Hire computer lab assitant to assist with providing students the opportunity to complete a 3rd lesson for Achieve and support Smarty Ants | Computer lab assistant, Assistant Principal and Principal | BOY      |         | Title I       | \$ 25,000.00 |       |

|    |         |     |  |                                       |                |         |             |              |
|----|---------|-----|--|---------------------------------------|----------------|---------|-------------|--------------|
| 11 | 1, 9    | LEP | Use and monitor AR reading for all 1st to 5th grade students.  | Librarian, AP, Principal              | Ongoing        | Title I | \$ 7,000.00 | Closing Gaps |
| 12 | 2, 8, 9 | LEP | 100% of students will complete BOY, MOY, and EOY assessments and record their results in their data binder.  | Administrators, Coaches, Data Analyst | Sept, Jan, May | Local   | \$ 1,500.00 | Progress     |
| 13 | 2, 8, 9 | LEP | 100% of leadership team will monitor lesson plans, observe delivery of lessons and provide quality feedback. | Administrators, Coaches               | Ongoing        | Local   | \$ 3,000.00 | Tchr/Staff   |



|  | BOY % | MOY % | EOY % | Target % | Difference |
|--|-------|-------|-------|----------|------------|
|  | 23.0% |       |       | 70%      | -47.0%     |
|  | 11.0% |       |       | 80%      | -69.0%     |
|  | 50.0% |       |       | 70%      | -20.0%     |

|   | Implementation Action Steps - Progress (Target Element Strategies)   | Implementation Evidence   | BOY Status   | MOY Status | EOY Status |
|---|--|---|--------------|------------|------------|
| 1 | 1-() Hire computer lab assitant to assist with providing students the opportunity to complete a 3rd lesson for Achieve and support Smarty Ants | Schedule, Reports indicating at least 90% of students completing 2 lessons.         | On Target    |            |            |
| 2 | 2-(Achievement) Monitor weekly achieve lessons and scores for the lessons at the student level.  | Reports will reflect students achieving 2 lessons per week.                         | On Target    |            |            |
| 3 | 2-(Achievement) Monitor weekly achieve lessons and scores for the lessons at the student level.  | 75% of students will pass 1st time.   | Below Target |            |            |
| 4 | 3-() Monitor F & P for K-5th for growth  | Database reports will show students on track to growing at least one academic year. | On Target    |            |            |
| 5 | 4-() Utilize Title 1 assistant and tutors to pull out students for reading interventions a minimum of 3 times a week.                          | 80% of our students receiving intervention will demonstrate a year's growth.        | On Target    |            |            |
| 6 | 5-() Reading mentors through Read2Win and 100 by 25 volunteers   | 80% of our students receiving intervention will demonstrate a year's growth.        | On Target    |            |            |
| 7 | 6-() Instructional Coach provides on going support and professional development to teachers and students to improve student                    |   |              |            |            |



# Campus Needs - Student Achievement

|        | Approaches | Meets or Expected | Masters or Accelerated | Approaches | Meets or Expected | Masters or Accelerated |
|--------|------------|-------------------|------------------------|------------|-------------------|------------------------|
| Goal 1 | 64.00%     | 28.00%            | 11.00%                 | 74.00%     | 40.00%            | 15.00%                 |
| Goal 2 | 65.00%     | 30.00%            | 11.00%                 | 75.00%     | 40.00%            | 15.00%                 |
| Goal 3 | 38.00%     | 22.00%            | 1.00%                  | 60.00%     | 40.00%            | 15.00%                 |
| Goal 4 | 52.00%     | 11.00%            | 1.00%                  | 62.00%     | 40.00%            | 15.00%                 |

## Alignment

| Title I Components | PBMAS | Implementation Action Steps (Target Element Strategies)   | Person(s) Responsible    | Timeline | PD Code | Budget Source | Amnt        | FOCUS → Achievement & Closing Gaps |
|--------------------|-------|---|--------------------------|----------|---------|---------------|-------------|------------------------------------|
| 1                  | 2     | SPED Utilize All-In learning System to increase efficiency in gathering and   | Admin, coaches, teachers | ongoing  |         | SCE           | \$3,300.00  | Closing Gaps                       |
| 2                  | 1,9   | LEP After school tutoring for below level students in reading, math, science and writing through Clayton.   | Teachers                 | Weekly   |         | Other         |             | Closing Gaps                       |
| 3                  | 1,4   | Provide pull-out planning days to develop Instructional planning calendars to ensure aligned instruction for grades K-5 in math and reading, grade 4 for writing, and grade 5 for science | Coaches, teachers, Admin | Ongoing  |         | Title I       | \$11,000.00 |                                    |

Opportunity Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

| Focus<br>SMART Goal<br>(Target Element) | Progress Monitoring (Target Element Systems)   | MOY        |                   |                        | EOY        |                   |                        |
|---|--|------------|-------------------|------------------------|------------|-------------------|------------------------|
|   |  | Approaches | Meets or Expected | Masters or Accelerated | Approaches | Meets or Expected | Masters or Accelerated |
|   | Percent of students in grade 3-5 reading will improve performance targets as measured by STAAR by June 2019. |            |                   |                        |            |                   |                        |
|   |  |            |                   |                        |            |                   |                        |
|   |  |            |                   |                        |            |                   |                        |

| Action Step<br>Progress Measure                             | Implementation Action Steps - Progress (Target Element Strategies)   | Implementation Evidence  | BOY Status | MOY Status | EOY Status | FYZWJcbg# YXVUMfZ# £ |
|---|--|--|------------|------------|------------|----------------------|
| 1<br>All In Learning Trackers                               | Utilize All-In learning System to increase efficiency in gathering and monitoring progress data in grades 3-5  | 100% of Unit assessments will be tracked using All In Learning   | On Target  |            |            |                      |
| 2<br>Attendance logs, lesson plans, and progress monitoring | Provide after school tutoring for below level students in reading, math, science and writing for 3rd to 5th grade students.                            | 80% of students participating in tutoring will show 15% gain from 2017 STAAR.  | On Target  |            |            |                      |
| 3<br>IPCs and Lesson Plans, Strive Walkthroughs             | Instructional planning calendars developed ensure aligned instruction for grades 2-5 in math and reading, grade 4 for writing, and grade 5 for science | 100% of lesson plans, IPCs, and walk-throughs will demonstrate alignment between lesson objective and DOL<br>U H V X O W V £ | On Target  |            |            |                      |
| 4<br>All In Learning Trackers                               | Bi-weekly quick checks and data meetings to track student performance  | 100% of Unit assessments will be tracked using All In Learning   | On Target  |            |            |                      |
| 5<br>Strive Walk-throughs                                   | Professional development designed to meet the needs of GT students will be provided  | 100% of classroom observations will indicate<br>X V H R I £ D X W K H Q W L F Z R U N  | On Target  |            |            |                      |
| 6<br>PLC Sign-ins   | PLCs will be conducted weekly to reflect on student work, successes, struggles and a reteach plan.   | 100% of teachers will participate in weekly PLCs and improve their delivery of lessons.                                      | On Target  |            |            |                      |





| Opportunity                                    | Progress Monitoring Schedule:                | BOY (August 20 - November 2) | MOY (November 5 - February 22) | EOY (February 25 - May 31) | Target % | Difference |
|--|--|------------------------------|--------------------------------|----------------------------|----------|------------|
| <b>Focus</b><br>SMART Goal<br>(Target Element) | Progress Monitoring (Target Element Systems) |                              |                                |                            |          |            |
|  | Attendance                                   | 94%                          |                                |                            | 96%      | -2.0%      |
|  |  |                              |                                |                            | 0%       |            |
|  |  |                              |                                |                            | 0%       |            |

|    | Implementation Action Steps - Progress (Target Element Strategies)                       | Implementation Evidence   | BOY Status | MOY Status | EOY Status |
|----|--|---|------------|------------|------------|
| 1  | 1-() Create Attendance Plan  | Attendance plan   | On Target  |            |            |
| 2  | 2-() Identify students with chronic attendance   | 85% of students with chronic absences will increase attendance by 2%. | On Target  |            |            |
| 3  | 3-() Send letters home to let parents know the students will be in an attendance cohort. | Engage Parents in conversations on student attendance.                | On Target  |            |            |
| 4  | 4-() Send letters home to promote attendance.  | Attendance will increase by 1% or maintain during Nov. and Dec.       | On Target  |            |            |
| 5  | 5-() Provide incentives for students   | Attendance will increase to 96%.                                      | On Target  |            |            |
| 6  |  |   |            |            |            |
| 7  |  |   |            |            |            |
| 8  |  |   |            |            |            |
| 9  |  |   |            |            |            |
| 10 |  |   |            |            |            |
| 11 |  |   |            |            |            |
| 12 |  |   |            |            |            |
| 13 |  |   |            |            |            |

