Home

Campus:

Principal:

Executive Director:

187-JT Stevens ES

Jessica McNeal Johnson

Shawn Buchanan

## 2018-19 Schoolwide Programs: Campus Improvement Plan

### 187-JT Stevens ES

**Principal:**   Jessica McNeal Johnson

**Executive Director:**   Shawn Buchanan

| 2018 -2019 State Accountability Domain Scores | |
|---|---|
| Domain 1: **Student Achievement** | |
| Domain 2: **School Progress** | |
| Domain 3: **Closing The Gaps** | |

**SBDM Members**

| Name | Role |
|---|---|
| Jessica M. Johnson | Campus Non-Tch Prof |
| Eric Montoya | Additional Appointed Rep |
| Emily Isaac | Teacher |
| Sara Montanez | Teacher |
| Joel Snead | Teacher |
| Chris Reeves | District-Level Staff |
| Lily Belew | District-Level Staff |
| Chris Branigan | Community Rep |
| Jordan Beucher | Community Rep |
| Andy Sewell | Business Rep |
| **Nomination ** | Business Rep |
| **Nomination** | Parent |
| **Nomination** | Parent |
| **Nomination** | Parent |
| | Select |
| | Select |
| | Select |
| | Select |

## Met Standard

### Campus Distinctions

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION



SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

### Campus Mission/Vision Statement

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

| YES | the Fort Worth ISD School Board; |
| YES | the Texas Education Code; |
| YES | Title I, Part A; and |
| Select | 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.

*Click here to see the full Guide to Campus Assurances*

### Fort Worth ISD Mission

*Preparing  ALL  st:t* State Accountability Status
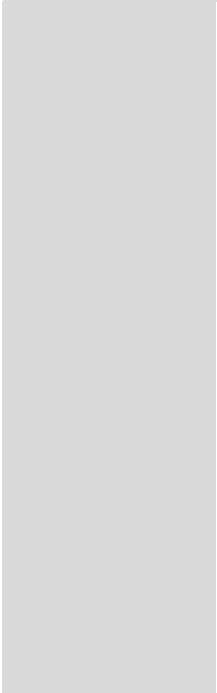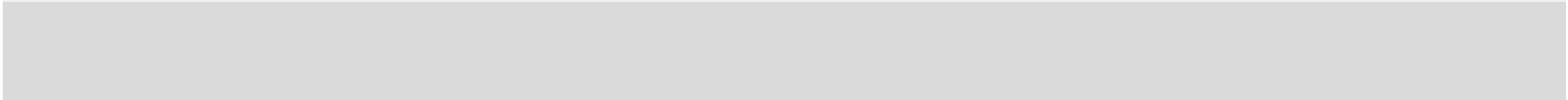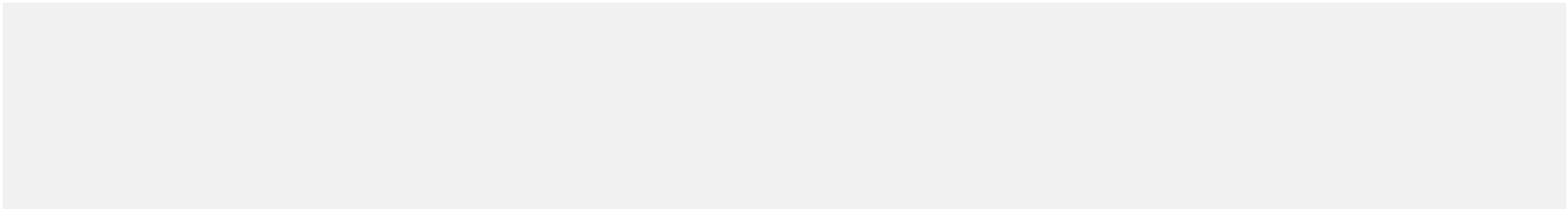
1. Fewer number of suspensions (add approx. number

2. Positive relationships with community and parent organization

1. Readily share ideas and resources with staff members

2. Attract and retain high trained staff
3. Maintain use of compliment, restorative, and relationship

1. Analyzing data, data driven instruction, instructional planning, and PLCs
2. Support from colleagues and sharing of curriculum and instructional resources

1. Continue to promote positive

1. Meet social and emotional needs of students while focusing on student achievement, lowering number of student incident reports
2. Grade level support across content areas; need for collaboration within the grade level each other
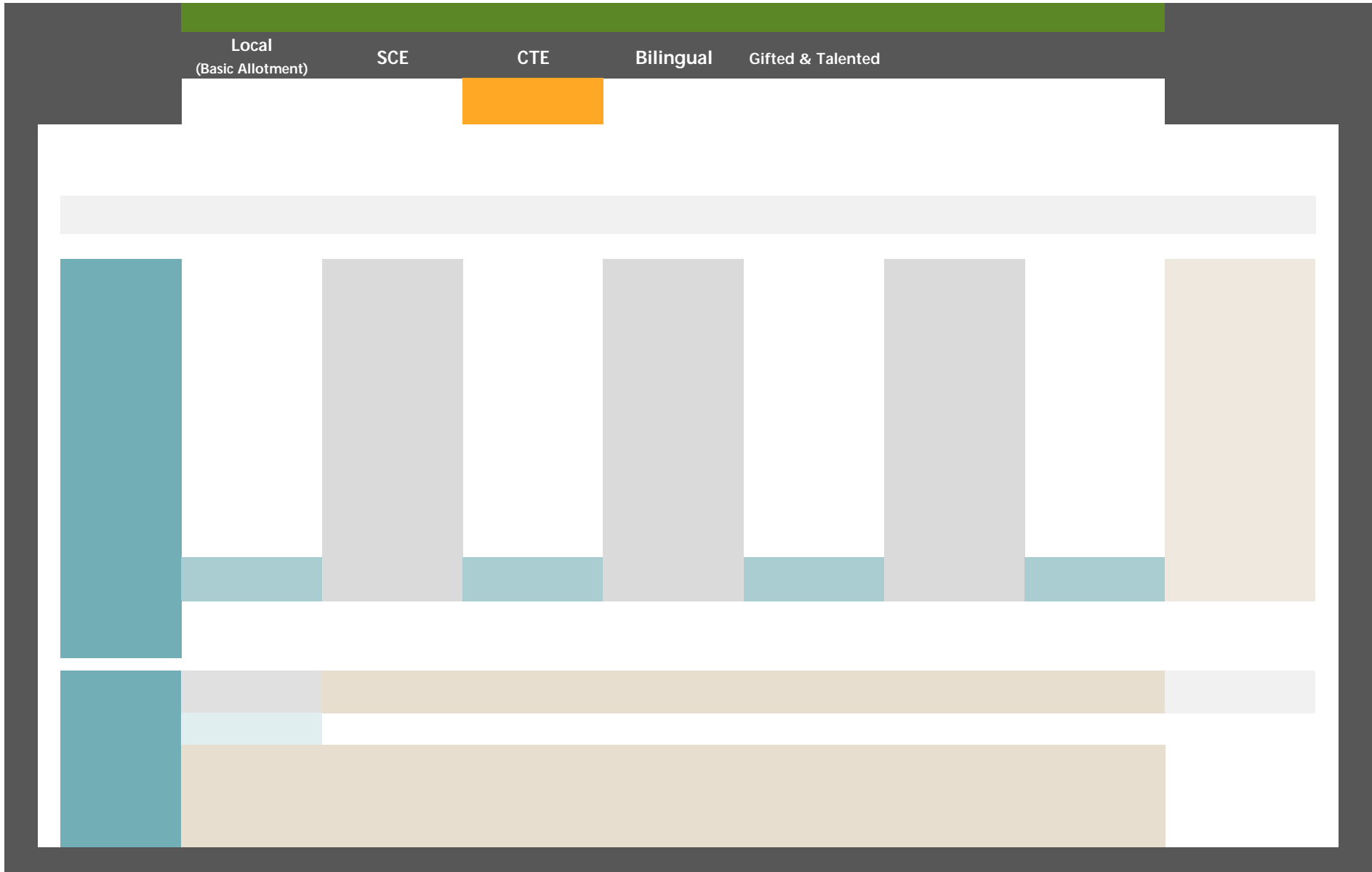3. Need for parental involvement

1. Provisions for purposeful and prioritized, and more appropriate grade level professional development
2.

1. Provide vertical alignment for content areas

2. Utilize PLCs for data driven decisions and reflect on instructional practices

Local
(Basic Allotment)    SCE    CTE    Bilingual    Gifted & Talented

# Student Outcome Goals

Goal:

| | | Baseline (BOY) | to Target | by Deadline |
|---|---|---|---|---|
| | | 28% | 33% | EOY |
| | | 52% | 37% | EOY |
| | | 22% | 37% | EOY |
| | | 8% | 28% | EOY |
| | | 42% | 59% | EOY |

| | Title I Components | PBMAS | Alignment Implementation Action Steps (Target Element Strategies) | Person(s) Responsible | Timeline | PD Code | Budget Source | Amnt | Focus |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 1,2,4,5 | | Utilize Data Analyst to assist teachers with analyzing student performance data in data meetings and/or PLCs to make instructional decisions that directly impact student achievement and to mentor new and struggling teachers | Data Analyst & | August-May | Mgt/PLC | Title I | $ 70,460.00 | Achievement |
| 2 | 1,2,10 | | Increase percent of 2-3 grade students achieving 75% or higher on FWISD standard of two (2) weekly lessons on FWISD progress monitoring system for reading and incentivize students/classrooms for achievement and progress--Incentive Program | Administration, Data Analyst, Teachers | August-May | PLC | Title I | $ 2,870.00 | Progress |
| 3 | 1,2,3,10 | | Percent of students in grades 2-3 making progress as measured by FWISD local assessements of key enduring understandings and skills in reading and incentivize students/classroom for achievement and progress | Teachers, Data Analyst, Adminstration | Sept-May | PLC | Title I | $ 1,000.00 | Progress |
| 4 | 1, 2, 9 | | Provide interventions to supplement classroom instruction | Administration, Tutor | October-May | Pull-Out | Title I | $ 4,370.00 | Achievement |
| 5 | 1,3,4,5 | | Travel for teachers and/or administrators to attend professional development opportunities | Administration and Teachers | August-May | | | | |

| 7 | 1,2,8,9 | Planning and data meetings for STAAR testing grade levels to review data and plan accordingly for upcoming assesments and student groups | Administration, Data Analyst, Teachers |
|---|---------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|

# 2018-19 Schoolwide Programs: Campus Improvement Plan

**Principal: Jessica McNeal Johnson**

## Student Outcome Goals Progress Monitoring

**Leadership Director: Shawn Buchanan**

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

| **Focus** **SMART Goal** | 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 28 to 33 percent. | **BOY %** | **MOY %** | **EOY %** | **Target %** | **Difference** |
|---|---|---|---|---|---|---|
| **(Target Element Systems)** | Students in grades K–1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool | | | | 37% | |
| | Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading | | | | 37% | |
| | Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading | | | | 59% | |

| | **Action Step Progress Measure** | **Implementation Action Steps - Progress (Target Element Strategies)** | **Implementation Evidence** | **BOY Status** | **MOY Status** | **EOY Status** | **Reflections/Feedback fZ# Ł** |
|---|---|---|---|---|---|---|---|
| 1 | Avg Activities per Week FWISD Standard 2 | 2-(Progress) Percent of 2-3 grade students achieving 75% or higher on FWISD standard of 2 weekly lessons on FWISD progress monitoring system for reading and incentivize students/classrooms for achievement and progress | By May 2019 75% of students will score 75% on the first try of the Achieve article and 100% of students will complete two (2) lessons per week. | | | | |
| 2 | Monitor Lexile Gain | 3-(Progress) Percent of students in grades 2-3 making progress as measured by FWISD local assessements of key enduring understandings and skills in reading and incentivize students/classroom for achievement and progress | By May 2019, 65% of students in grades 2-3 will incease their Lexile score by 125 points from BOY Lexile level set. | | | | |
| 3 | Schedule for Data Levels     Update monthly data | 1-(Achievement) Utilize Data Analyst to assist teachers with analyzing data to make instructional decisions to increase student achievement and to mentor new teachers | By May 2019, 70% of student outcomes will increase due to the intentional planning from data analysis. | | | | |
| 4 | Provide interventions to supplement classroom instruction | 4-(Achievement) Provide interventions to supplement classroom instruction | By May 2019, 80% of students receiving interventions from the pull-in/push in tutor will increase in their reading behaviors and reading levels per six weeks. | | | | |

| 5 | 5-(Tchr/Staff Quality) Travel for teachers and/or administrators to attend professional development opportunities | 100% of teachers attending professional learning opportunities will implement the new learning as measured by feedback in Strive thus yielding an increase in student outcomes. |
|---|---|---|
| 6 | 6-(Achievement) Purchase campus and classroom supplies (i.e. toner, ink, paper, and other specified supplies for teacher lessons), incentives, materials, and technology to address student needs | 100% of teachers will have access to the materials needed to provide quality and engaging lessons that will directly improve student achievement. |
| 7 | 8-(Tchr/Staff Quality) Principal Johnson to attend ASCD Empower 19 in March 2019--focus on student engagement strategies and data driven instruction | Feedback provided to classroom teachers in Strive will reflect new learning to promote and increase student engagement |

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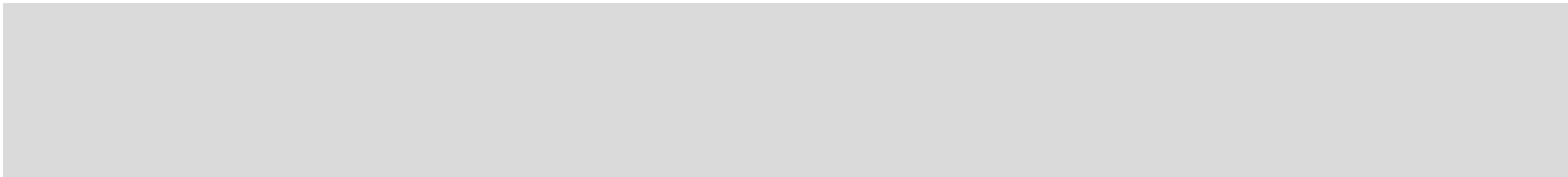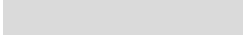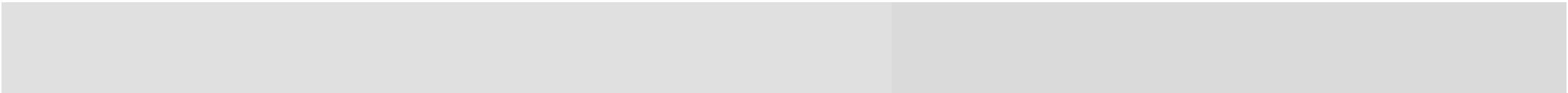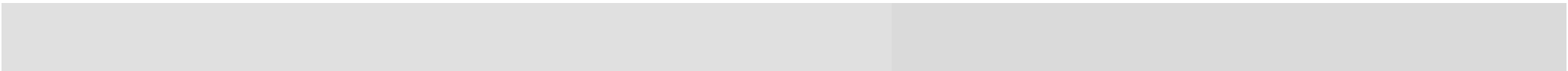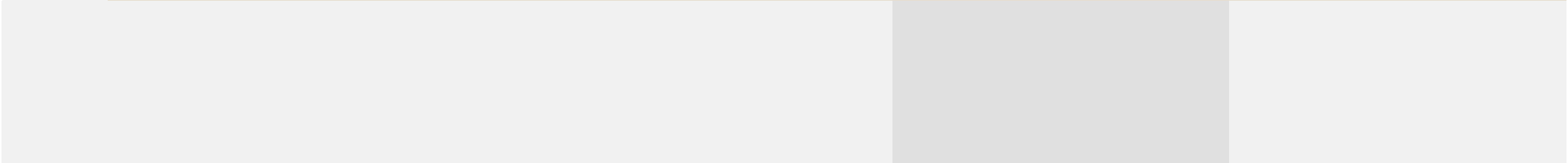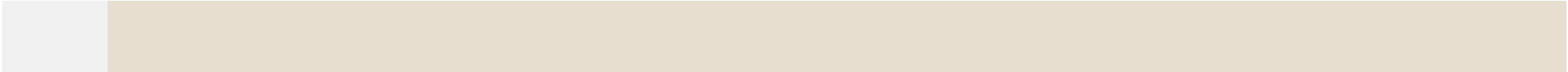
# Campus Needs

**2018-19 Schoolwide Programs: Campus Improvement Plan**

**Campus Needs - Student Achievement Action Plan**

Principal: Jessica McNeal Johnson

Leadership Director: Shawn Buchanan

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

| Focus SMART Goal Campus Priorities | Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z) | Baseline (BOY) | to Target | by Deadline |
|---|---|---|---|---|
| | Goal 1 | 94% | 96% | EOY |
| | Goal 2 | | | EOY |
| | Goal 3 | | | EOY |
| | Goal 4 | | | EOY |

| | Title I Components | PBMAS | Alignment — Implementation Action Steps (Target Element Strategies) | Expectations — Person(s) Responsible | Timeline | PD Code | Budget Source | Amnt | Focus |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 1,2,10 | | Conduct six weeks attendance meetings | Administration & Attendance Committee | Sept-May Every 7th week | After Sch | GT | $ 374.00 | Progress |
| 2 | 1,2,10 | | Six weeks recognition of perfect and outstanding attendance with incentives for improved student attendance rates | Administration & Attendance Committee | Sept-May Every 7th week | Faculty Mgt | SCE | $ 3,708.00 | Culture and Climate |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| 6 | | | | | | | | | |
| 7 | | | | | | | | | |
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| 11 | | | | | | | | | |
| 12 | | | | | | | | | |
| 13 | | | | | | | | | |
| 14 | | | | | | | | | |
| 15 | | | | | | | | | |

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

| | Progress Monitoring (Target Element Systems) | BOY % | MOY % | EOY % | Target % | Difference |
|---|---|---|---|---|---|---|
| **Focus** SMART Goal (Target Element) | | | | | 96% 0% 0% 0% | |

| | Action Step Progress Measure | Implementation Action Steps - Progress (Target Element Strategies) | Implementation Evidence | BOY Status | MOY Status | EOY Status | Reflections/Feedback fℤ# Ł |
|---|---|---|---|---|---|---|---|
| 1 | Monitor ADA | 1-() Conduct six weeks attendance meetings | Cycle Reports/Six Weeks | | | | |
| 2 | Monitor ADA | 2-(Culture and Climate) Six weeks recognition of perfect and outstanding attendance with incentives for improved student attendance rates | Attendance Report via FOCUS | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |
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| 13 | | | | | | | |
| 14 | | | | | | | |
| 15 | | | | | | | |

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| | BOY % | MOY % | EOY % | Target % | Difference |
|---|---|---|---|---|---|
| | 20.0% | | | 30% | -10.0% |
| | 95.0% | | | 98% | -3.0% |
| | | | | 0% | |
| | | | | 0% | |

| | Implementation Action Steps - Progress (Target Element Strategies) | Implementation Evidence | BOY Status | MOY Status | EOY Status |
|---|---|---|---|---|---|
| 1 | Plan for and advertise campus events, especially the designated events of Literacy Night and Family Science Night | Parent Sign In Sheets and communicaiton of campus events | | | |
| 2 | P. E. Coach will monitor and track all student participation in FitnessGram from year to year and report information to administration | Calculation of student participation via PE Coach | | | |
| 3 | | | | | |