Campus Name: 220 - Contreras ES, Alice D.

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Principal: CortesRangel, Amelia

Executive Director: Marion Mouton

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 2019. 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 2019. 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 2019.

	School Profile
	Student Enrollment by Program
Attendance Rate: 96.3	Career and Technology: 0
Special Education: 5.4	Percentage of at-risk students: 82
Dual Language/ESL: 54.3	Percentage of English Language (EL) students: 53.2
Sifted and Talented: 4.9	Percentage of economically disadvantage students: 89.5
	9-2020 Campus Site-Based Committee
Name	Role
Amelia CortesRangel	Principal
Pamela Carrick	Other
Alison Smith	Campus Non-Teacher Professional
√alerie King Chad David	Campus Non-Teacher Professional District Level Staff
Jnad David Victor Beltran	District Level Start Community Representative
Shelia Beck	Community Representative
Guadalupe Ortega	
Catharine Burrola	Teacher
Aaria Taber	Teacher
Ericka Calderon	Teacher
sther Iniquez	Parent
Sloria Melendez	Parent
/ioleta Alvarez	Parent
Marifer Contreras	Business Representative
Begining with 2019-2020, campuses will receive a rating of A-F for overall performance, as well as performance in each do Click here for the TEA Accountability Resource Page	· · · · · · · · · · · · · · · · · · ·
State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 71	77 - Met Standard
Domain 2: School Progress 79	
Domain 3: Closing The Gaps 73	
	Campus Distinction Designations
cademic Achievement in Mathematics: 0	Postsecondary Readiness: 0
cademic Achievement in Science: 0	Top 25 Percent: Comparative Closing the Gaps: 0
Academic Achievemet in Englih Language Arts/Reading: 0	
For 25 Percent: Comparative Academic Growth: 0	
	ces and Certification for the 2019-2020 School Year
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	
	quirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee.

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.

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	 Power Schools gave a better representation of our ED % increased from 89.5% to 93% SE students increased in approaches in all 3-5th Reading from 28% to 41% ED students increased aaproaches from 67 to 84 and in meets from 30 to 51 in 5th grade Reading. 	 Hispanic students decreased in approaches from 72% to 56% and in meets from 42% to 28% and in masters from 12% to 9% in 4th grade Reading (0 tested in Spanish). SE students decreased in meets from 44% to 13%(- 31) in 4th grade math. Hispanic students decreased in meets from 19% to 16% in 5th grade Science 	 Improve student achievement in Literacy in all grade levels. Improve student achievement in math and science in all grade level Increase social/emotional support for all students. Increase parent engagement.
Student Achievement	 All students increased approaches from 71% to 76% in Reading. All students increased meets from 38% to 42% in Reading. All students increased approaches from 73% to 83% Math. 	 All students decreased approaches from 68% to 49% in Writing Percentage of all students in masters remained the same in Reading from 17% to 17%. All students decreased in meets from 40% to 35% in 4th grade math. 	
School Culture and Climate	 Six weeks attendance celebrations and MOY and EOY drawings were held for students with 1-2 absences and those with improvements. Grades 2, 3rd and Specials have received PD for Restorative Practices. PBIS Matrix has been created to set clear, consistent expectations to all teachers and students. 	 Duplicate incident referrals occur between our Hispanic and African-American male students per Discipline Report. Hispanic= 93% enrollment; 76% of referrals, African-American=3 % enrollment; 13% referrals An increase percentage of students exhibit social/emotional needs. 3. 	
Staff Quality/ Professional Development	 PLCs and pull-outs were focused on analyzing student work and data after interim assessments and benchmarks. Driven by Data protocol was followed with 2-5th math, 5th grade science and 4th grade writing. Some teachers received content specific PD based on campus needs: 3rd-4th Writing, 1st grade SGGR, 2-3rd and Specials Restorative Practices, 4th grade math. All teachers and paraprofessionals are highly effective 	 Teachers did not receive enough support to implement the Learning Model to the best of their abilities due to lack of trainings and coach leaving MOY. All teachers did not receive enough PD to break down the standards to ensure alignment. Not enough time was allotted for PLC's to ensure teachers collaborated and gained skills in instruction 	
	 Teachers received an overview of 3 best practices: Small Group Instruction, Standards Alignment, Assessment and Formative Feedback. Kinder-2nd grade are utilizing Fountas and Pinnell data to group students Technology integration: ALL in Learning in 3rd-5th grade utilized to receive immediate feedback after DOLs. 	 Teachers did not receive enough support in order to implement the 3 best practices identified this year: Small Group Instruction, Standards Alignment, Assessment and Formative Feedback due to lack of PD and coach leaving MOY. Teachers identified a need for more support/time with the creation of IPCs in order to ensure high leverage standards are being identified and planned accordingly. Not all teachers are trained to give students DOLs at the end of their lessons 	

Family and	1.	Partnership with SouthCliff Baptist Church: hosting Spring Break Camp.	1.	PTO events were parent led.
Community	2.		2.	Not all events/communication were provided in both English and Spanish.
Involvement	3.		3.	Not enough volunteer opportunities were created due to lack of parent liaison.
	1.	Master schedule allows for common planning. 4-5th math grade teachers decide how they will assess their students after each lesson; DOLs and		Two DL classrooms; Kinder and 3rd grade had more than 22 students while some RP classrooms had
School Context and	2.			less than 16 students. Kinder DL=27 students and 3rd grade=26
Organization	3.	quick checks. Some committees met regularly to plan events;	2.	Not all committees were able to meet due to lack of
g	<u>э</u> .	Literacy and Hospitality.		opportunities during 2 staff meetings and teachers not able to meet on other days.
			3.	

Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Principal: CortesRangel, Amelia Campus Name: 220 - Contreras ES, Alice D. Executive Director: Marion Mouton Campus Level - Student Outcome Goal and Progress Measures Approaches Meets Masters to Target by Deadline 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 2019. 68.97 37.93 18.39 SMART Goals 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)

			Strategies	for Improveme	ent				
	Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	LEP	Percentage of 2nd-5th grade students completing 2 lessons per week at 75% or higher will increase from BOY to EOY as evidenced via the Achieve 3000 report.	 Leadership and teachers will implement and ensure students are meeting district and campus Achieve 3000 goals; students completing 2 articles with a 75 percent or higher by following the Achieve 3000 computer lab schedule. Students will track their growth monthly and meet with teachers to review their goals and growth. Students will be celebrated based on growth/effort. Each student will have a folder where their goal sheets along with other Achieve 3000 documents will be kept. 	Instructional Leadership	5/22/2020	Local (Basic Allotment)	3,000		
2	LEP	100 percent of Kinder-2nd grade students will be assessed via Fountas and Pinnell every 6 weeks as evidenced via tracking sheets. 100 percent of students will participate in MAP fluency assessment as evidenced via reports. This will be done in order to improve student academic achievement.	 Leadership team and teachers will assess/monitor all K-2nd grade students every six weeks. Teachers will meet with students to goal set and review their growth every six weeks. Students will be celebrated based on growth/efforts. Students will track their growth in their personal tracking sheets and teachers will display data on a visual representation in the classroom every six weeks. Parents will receive growth information every six weeks. 	Instructional Leadership	5/22/2020	Local (Basic Allotment)	5,000		
3	LEP	100 percent of identified Tier 3 students will participate in daily reading interventions as evidenced in Title 1 teacher's schedule in order to improve student academic achievement.	 Title 1 teacher will provide interventions for all students who are not reading on grade level as measured by MAP fluency and F&P assessment for lower grades and Achieve 3000 and Benchmark; STAAR performance for upper grades. Teacher will utilize LLI and Estrellita and other STAAR aligned resources. Teacher will utilize STAAR aligned materials for 3-5th grade students. 	Instructional Leadership	5/22/2020	Title I	61,362		

4	LEP	100 percent of teachers identified for SGGR PD support will implement best practices learned in the sessions in order to improve student achievement as evidenced by walkthrough feedback and data.	 Teachers will participate in pull-out PD sessions targeting best practices to implement during their SGGR block in order to improve student achievement. Admin will conduct walkthroughs and provide feedback. Data will be analyzed and next action steps will be determined. 	Principal	12/20/2019	Title I	2,000	
5	LEP	75 percent of students identified based on data will participate in after school and Saturday interventions/enrichments in order to increase the academic success of all students; approaches, meets, masters. This will be evidenced via attendance sheets.	 Students will be identified based on data. 2. Teachers will be selected. 3. Parents will sign permission slips. 4. Dates will be determined as well as materials. 5. Students will participate in after school tutorials/enrichments in order to increase their success; approaches, meets, masters. 6. Teachers will submit attendance sheets. 	Instructional Leadership	5/22/2020	Title I	6,006	
6	LEP	Data Analyst will prepare and facilitate weekly PLC/data meetings in order to improve student achievement in all grade levels as evidenced via agendas and sign-in sheets.	 Leadership Team will meet once a week with all grade levels to review data. Data Analyst will guide teachers in the identification of high leverage standards to reteach. Data Analyst will also lead PLCs. Data Analyst will support teachers with their instruction in order to improves student achievement. 	Instructional Leadership	5/22/2020	Title I	58,383	
7	SPED	100 percent of teachers will embed Flocabulary in their weekly lesson plans in order to support students' vocabulary acquisition. This will be evidenced via lesson plans and reports.	 Flocabulary will be renewed. Teachers will receive PD. Teachers will implement Flocabulary in daily lessons in order to improve students' vocabulary. 	Principal	9/27/2019	Special Education	2,694	
8	LEP	GT teachers will receive PD targeting Project Based Learning in order to differentiate their instruction for GT students. This will be evidenced via PD sign-in sheets.	 Teachers will identify resources needed to support GT students. Teachers will receive additional supports following the Project Based Model to implement with students. 	Instructional Leadership	12/20/2019	Gifted & Talented	216	
9	LEP	 100 percent of identified Tier 3 students in grades K-2nd will participate in LLI/Soluciones provided by classroom teachers. This will be evidenced via SG instruction and data reports. 100 percent of students will participate in Accelerated Reader(AR) in order to improve reading engagement and reading Lexile levels. 	 LLI Kits and materials will be purchased for identified teachers. Teachers will receive PD in order to ensure high quality execution. Tier 3 students will be identified to receive this intervention. Tracking sheets will be created and maintained by teacher. Tracking sheets/data will be reviewed during data meetings and RTI meetings. Students will meet with teachers and set Accelerated Reader (AR) goals. Students will track their progress in class/library. 	Principal	9/6/2019	SCE	5,196	
10	LEP	Identified grade level teachers will receive TEKS aligned resources in order to implement in their classrooms to improve student academic achievement by November 2019.	 Teachers will collaborate and identify STAAR aligned research based approved resources. Resources will be ordered by November 2019. Teachers will receive and implement TEKS aligned resources in order to improve student achievement by December 2019. 	Instructional Leadership	10/18/2019	Local (Basic Allotment)	6,500	

LEP	Dual Language teachers will receive bilingual TEKS aligned resources in order to improve student academic achievement by November 2019.	1.Teachers will collaborate and identify STAAR aligned research based approved resources. 2.Resources will be ordered by November 2019. DL teachers will receive and implement bilingual resources in order to improve academic achievement.	Instructional Leadership	9/13/2019	Bilingual	1,734		
LEP	Accelerated Reader(AR) will be purchased for all students in 1st-5th grade in order to improve motivation and reading Lexile levels by September 17, 2019.	 1.AR will be renewed. 2. Teachers will set/monitor student AR goals. 3. Students will be celebrated every six weeks. 4. Parents will be notified via the School Library newspage. 	Instructional Leadership	9/13/2019	Local (Basic Allotment)	2,000		
LEP	Librarian will order books that are representative of our school demographics by November 2019.	 Librarian will inventory our current campus books Librarian will order books that are representative of our campus demographics: Hispanics, African-American, white and other 	Instructional Leadership	12/20/2019	Local (Basic Allotment)	5,000		
LEP	100 percent of identified teachers will embed general supplies such as intervention/acceleration materials in their daily lessons in order to improve student achievement in all grade levels by November 2019. This will be evidenced via lesson plans and classroom walkthroughs.	 Teachers/Admin will collaborate and identify research-based TEKS aligned resources to order. General supplies such as intervention/acceleration materials will be purchased in order to improve student achievement in all grade levels. Such materials may include Soluciones/LLI kits. Teachers will embed such materials by November 2019. Admin will review lesson plans and conduct walkthroughs. Feedback will be provided to teachers through Strive. 	Instructional Leadership	12/20/2019	Title I	10,000		
4 -4	Progress Monitoring S	Schedule: BOY (August 19 - November	1) MOY (Novem	iber 4 - February	14) EOY (Febru	uary 18 - May 28)		
ship Feedback:								
Status:								
al Evidence:								
ship Feedback:								
status:								
al Evidence:								
ship Feedback:								
	LEP LEP LEP tatus: LEP tatus: LEP tatus: LEP tatus: LEP tatus: LEP tatus: LEP	LEP TEKS aligned resources in order to improve student academic achievement by November 2019. LEP Accelerated Reader(AR) will be purchased for all students in 1st-5th grade in order to improve motivation and reading Lexile levels by September 17, 2019. LEP Librarian will order books that are representative of our school demographics by November 2019. LEP 100 percent of identified teachers will embed general supplies such as intervention/acceleration materials in their daily lessons in order to improve student achievement in all grade levels by November 2019. This will be evidenced via lesson plans and classroom walkthroughs. Tetus: Image: Im	LEP Dual Language teachers will receive bilinguat TEKS aligned resources in order to improve student academic achievement by November 2019. aligned research based approved resources. 2.Resources will be ordered by November 2019. LEP Accelerated Reader(AR) will be purchased for alisudents in 1st-5th grade in order to improve motivation and reading Lexile levels by September 17, 2019. 1.AR will be renewed. 3. Students will be colebrated every six weeks. 4. Parents will be notified via the School Library newspage. LEP Librarian will order books that are representative of our school demographics by November 2019. 1. Librarian will order books that are representative of our school demographics by 100 percent of identified teachers will embed general supplies such as intervention/acceleration materials in their daily lessons in order to improve wildent achievement in all grade levels by November 2019. This will be evidenced via lesson plans and classroom walkthroughs. 1. Librarian will order books that are representative of our campus demographics. Librarian will order to improve student achievement in all grade levels by November 2019. This will be evidenced via lesson plans and classroom walkthroughs. 1. Librarian will ended such materials will be porchased in order to improve achievement in all grade levels by November 2019. This will be evidenced via lesson plans and classroom walkthroughs. LEP Improve materials 1. Teachers will embed such as intervention/acceleration materials in their achievement in all grade levels by November 2019. This will be evidenced via lesson plans and classroom walkthrou	LEP Dual Language teachers will receive bilingual TEKS aligned resources in order to improve 2019. aligned resources. 2.Resources will be ordered by November 2019. Instructional Leadership LEP Accelerated Reader(AR) will be purchased for all students in 1st-Sth grade in order to improve motivation and reading Lexile levels by September 17, 2019. 1. Leachers will set/monitor student AR goals. 3. Students will be notified via the School Library newspage. Instructional Leadership LEP Librarian will order books that are representative of our school demographics by November 2019. 1. Librarian will order books that are representative of our school demographics by November 2019. 1. Librarian will order books that are representative of our school demographics by November 2019. 1. Librarian will order books that are representative of our school demographics by November 2019. 1. Librarian will code books that are representative of our school demographics by November 2019. 1. Librarian will code books that are representative of our school demographics by November 2019. 1. Teachers/Admin will collaborate and lettify research-based in order to improve student achievement in all grade levels by November 2019. Instructional Leadership LEP 100 percent of identified teachers will embed general supplies such as intervention/acceleration materials in their achievement in all grade levels by November 2019. 1. Teachers/Admin will collaborate and identify research-based in order to improve student achievement in all grade levels by Novem	LEP Dual Language teachers will receive bilingual TEKS aligned resources in order to improve 2019. Instructional Leadership Instructional Leadership 9/13/2019 LEP Accolerated Reader(AR) will be purchased for all student in 15-5th grade in order to improve motivation and reading Lexile levels VS September 17, 2019. 1.AR will be renewed. 2. Teachers will exclorated Reader(AR) will be purchased for all students in 15-5th grade in order to improve motivation and reading Lexile levels VS September 17, 2019. Instructional Leadership Instructional Leadership Instructional Leadership 9/13/2019 LEP Librarian will order books that are representative of our school demographics by November 2019. 1. Librarian will inventory our current campus books networking and charge school demographics intervention/acceleration materials in their daily lessons in order to improve and classroom walkthroughs. 1. Librarian will cole books that are representative of our campus demographics intervention/acceleration materials in their daily lessons in order to improve student achievement in all grade levels by November 2. General supplies such as intervention/acceleration materials in their achievement in all grade levels by November 2. Teachers will embed and classroom walkthroughs. Instructional Leadership Instructional Leadership LEP 1.00 percent of identified teachers will embed general supplies such as intervention/acceleration materials in their achievement in all grade levels by November 2. General supplies such as intervention/acceleration materials in their achievement in all grade levels by November 2. Feedback will be provided to teachers through Strive. Instructional Leadership LEP	LEP Dual Language teachers will receive billingual TEKS aligned resources in the order by November 2019. Instructional and constructional scademic achievement billingual academic achievement billingual academic achievement. Instructional Leadership 9/13/2019 Billingual Billingual LEP Accelerated Reader(AR) will be purchased or all student and reading Lexiel levels by September 17, 2019. 1. AR will be renewed. Instructional Leadership 9/13/2019 Local (Basic Allothem) LEP Accelerated Reader(AR) will be purchased or prove molivation and reading Lexiel levels by September 17, 2019. 1. Libratian will inventory our current campus newspace. Instructional Leadership 9/13/2019 Local (Basic Allothem) LEP Libratian will order books that are representative of our school demographics by September 2019. 1. Libratian will inventory our current campus newspace. Instructional Leadership 12/20/2019 Local (Basic Allothem) LEP Libratian will order books that are representative of our school demographics by september 2019. 1. Libratian will inventory our current campus newspace. Instructional Leadership 12/20/2019 Local (Basic Allothem) LEP Libratian will order to improve student achievement in all grade levels by November 2019. This will be evidenced via lesson plans and classrom walkthroughs. Instructional Leadership Instructional Leadership Instructional Leadership Instructional Leadership<	LEPDral Language teachers will serve live live light of teachers will ever ever live of academic achievement of aligned research based approved resources. 2.18. 2.19. 2.19.Instructional Laademship9/13/2019Bilingual1.7341.734LEPAccelerated Reader/AR) will be purchased for by September 17, 2019.1.4.7 will be erieved. 2.1. Eachers will be oriele ved. 2.1. Eachers will be oriele ved. S. Judents will be oriele ved. 2.1. Eachers will be oriele ved. 2.1. Eachers will be oriele ved. 3. Sudents will be oriele ved. 4.1. Ar will be erieleved. 3. Sudents will be orieleved to fisciou Litzary nevegage. 4.1. Eachers will be orieleved to fisciou Litzary nevegage.Instructional Leadership1.2. Cocal (Basic Allotment)2.0.00\$LEPLibraria will order books that are representative of our school demographics therewertonical calerabed seeder (AR) will be orieleved to improve movember 2019.1.1. Litzaria will order books that are representative of our school demographics therewertonical caleraber materialis in their and leadership eadership and order to improve subdet caleraber or order. 2.1. Draria will order books that are representative of our school demographics therewertonical caleraber materialis in their and leadership eadershipInstructional teadershipInstructional teadershipInstructional teadershipInstructional teadershipLEPLibraria will order books enverther Voluce and book that are representative of our school demographics and dassroom walking on their school book school transmitter ved ved teadership and dassroom walking on their school book school transmitter ved	LEP LEPDial Language teachers will reacted billingue Schoor in order 10 more value 2019.Billinguel 2019.Billinguel1.734Image 2019.LEP LEP Leptechers Vill reacted and in order to improve improve relation and inverse prove relation and inverse and indentification and indentification and indentification and destrone and indentification and indentification and destrone and indentification and indentification and destrone and indentification and indentification and indentification and destrone and indentification and indentification and destrone and indentification and indentification and indentification and destrone and indentification and indenti

Mission Goals

Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

Campus Name: 220 - Contreras	s ES, Alice D.	Principal: CortesRangel, Amelia	Executive Director: Marion Mouton			
	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, I	Deadline-Z)	Baseline (BOY)	to Target	by Deadline	
SMART Goals	Percent of students at grade level or above in Math will increase from		44	49	EOY	

			Strategies	for Improveme	ent				
SI	tudent Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	LEP	A minimum of 2 math data meetings will be conducted monthly following the Paul Bambrick Santoyo model after interim assessments and benchmarks as evidenced via agendas and PLC minutes.	1.Teachers will participate in PLC/Data meetings weekly. 2.Teachers will identify highest leverage TEKS to reteach. 3.Students/teachers will track data after each assessment.	Instructional Leadership	5/22/2020	Local (Basic Allotment)	5,000		
2	LEP	75 percent of identified students will participate in after school and Saturday interventions/enrichments targeting the different levels; approaches, meets and masters as evidenced via attendance sheets.	 Students will be identified via data reports. 2.Teachers will be identified. 3. Parents will receive permission slips. 4. Students will participate in interventions/enrichments after school and during Saturday camps. The goal will be to move students from not meeting to approaches, approaches to meets and meets to masters. 5. Attendance sheets will be submitted. 	Instructional Leadership	5/22/2020	Title I	6,006		
3	LEP	100 percent of teachers will participate in Book Study: Fundamental 5 in order to improve student academic achievement. Teachers will sign in per PD session. Walkthrough feedback will be provided after every session as evidenced via Eduphoria.	 1.Purchase Fundamental 5 book. 2. Identify PD dates on master calendar. 3.Teachers will receive Fundamental 5 book and participate in Book Study. 2.Teachers will implement all 5 best practices in the classroom in order to improve student academic achievement. 4. Administrators will conduct walkthroughs in order to monitor fidelity to the Fundamental 5. 5.Admin will provide teacher's feedback based on walkthroughs. 6. Teachers will implement feedback. 	Principal	8/16/2019	Local (Basic Allotment)	1,000		
4	LEP	100 percent of identified teachers will participate in Pull-out PD sessions in order to improve academic achievement. These teachers will implement identified best practices in their execution of lessons. This will be evidenced via walkthrough feedback provided in Eduphoria.	 Teachers/Admin will identify needed PD Teachers will participate in pull-out PD sessions where they will acquire best practices to implement in the classroom in order to improve student academic achievement. Teachers will identify best practices they will implement in their classrooms. Admin will conduct walkthroughs and provide feedback. Teachers will implement feedback. 	Principal	4/24/2020	Title I	3,000		

							1	
5	LEP	100 percent of 3-5th grade teachers will utilize All in Learning a minimum of 3 times a week in order to improve student academic achievement. This will be evidenced via All in Learning reports and lesson plans.	 1.We will pay to have the ALL in learning license renewed. 2. Teachers will utilize All in Learning as a tool to gather immediate feedback and then adjust instruction based on the data. This will allow students/teachers to receive immediate feedback and address misconceptions within a reasonable amount of time. 3. Teachers will utilize All in Learning a minimum of 3 times a week. 4 ALL in learning data will be reviewed during PLCs in order to determine next action steps per classroom. 	Principal	9/13/2019	Title I	4,000	
6	LEP	100 percent of identified teachers will utilize/embed Computer enrichment programs such as Education Galaxy and/or Test Maker in order to ensure alignment with the TEKS which will result in the improvement of student academic achievement. They will embed such resources a minimum of 2 times per week as evidenced via reports and lesson plans.	 Computer rich programs will be purchased. Teachers will implement computer rich programs such as Education Galaxy and Test Maker in order to ensure there is alignment with the TEKS. Students will participate in such programs daily on order to improve their levels of proficiency. reports will be monitored. 	Principal	9/27/2019	Title I	7,000	
7	LEP	100 percent of identified teachers will embed general supplies such as intervention/enrichment materials weekly in order to improve student achievement in all grade levels. This will be evidenced via student work and lesson plans.	 Teachers will identify general supplies such as intervention/enrichment materials that are aligned to the TEKS. These materials will be purchased/implemented in order to improve student achievement in all grade levels. Students will utilize these supplies in order to improve their levels of proficiency. Student work will be analyzed during PLCs. Lesson plans will be reviewed weekly. 	Instructional Leadership	12/20/2019	Title I	7,000	
8								
9								
10								
11								
12								
13								
14								
15								
		Progress Monitoring S	chedule: BOY (August 19 - November	1) MOY (Novem	ber 4 - February	14) EOY (Febr	uary 18 - May 28)	
BOY	Status:							
Princip	oal Evidence:							
Leade	rship Feedback:							
	Status:							
	oal Evidence:							
	rship Feedback:							
	Status:							
	bal Evidence:							
	rship Feedback:							

Learning Environment Goals

Fort Worth Independent School District 2019-2020 Learning Environment Goals Action Plan

Campus Name: 220 - Contre	as ES, Alice D.	Principal: CortesRangel, Amelia	Executive Director: Marion Mouton				
	Campus Needs Goals and Measures (Baselines-X and Targets-Y)		Baseline (BOY)	to Target	by Deadline		
	Community partnerships will increase based on my unique campus needs as measured by	1	2				
SMART Goals	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Report	rts, will decrease for target student groups from	4	3			
	Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each	ch year will increase from	95	100			

			Strategies	for Improvem	ent				
	Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	LEP	Coffee chats with the Principals will be held once a month in order to increase parent/volunteer engagement and foster relationships with community partners. This will be evidenced via sign-in sheets, agendas and PP presentations.	 Monthly Coffee chats with the Principals will be held in order to provide parents with academic/upcoming information as well as to serve a platform for open communication with all stakeholders. Flyers will be sent out to parents before each event. Snacks will be provided. 	Principal		Title I	500		
2	LEP	Leadership Team will go and meet with Southcliff Baptist Church at beginning of the year; community partner and other community members. The goal will be to identify a new community partner.	 Leadership Team will meet with Southcliff Baptist Church and invite them to all school events. Leadership Team will show appreciation by recognizing their contributions via newsletters, social media and during scheduled events. 3. Leadership team will create a brochure to take to other community businesses in order to promote our school and seek their partnership. 	Principal	12/20/2019	Local (Basic Allotment)	2,299		
3	LEP	100 percent of teachers will engage in monthly Professional Development: PBIS, TBRI, Boys Town and Restorative Practices. This will be evidenced via staff meeting agendas and sign- in sheets.	 PD will be scheduled by admin and LSSP and other District personnel Teachers will participate in PD focusing on how to better understand and support students with various behaviors. The goal will be to decrease the amount of incident referrals especially the duplicated referrals. Data will be gathered weekly by admin and reviewed with teachers Data will be gathered and analyzed by PBIS committee every six weeks Data will be shared with all stakeholders every six weeks 	Instructional Leadership	5/22/2020	Local (Basic Allotment)	5,000		
4	LEP	100 percent of students will participate in Fitness Gram Skills Practice provided by PE coach. This will be evidenced via a completion report.	 PE teacher will instruct and provide student fitness gram skills practice prior to the Fitness testing. Teacher will have a parent meeting to explain the fitness testing/results to parents. A report will be sent home. 	Teacher(s)	12/20/2019	Local (Basic Allotment)	1,000		
5									
6									
7									

8							
9							
10							
11							
12							
13							
14							
15							
	Progress Monitoring Se	chedule: BOY (August 19 - November	r 1) MOY (Novemb	oer 4 - February	14) EOY (Febru	iary 18 - May 28)	
BOY Status:							
Principal Evidence:							
Leadership Feedback:							
MOY Status:							
Principal Evidence:							
Leadership Feedback:							
EOY Status:							
Principal Evidence:							
Leadership Feedback:							

220 - Contreras ES, Alice D.											
→ Budget	Local (Basic Allotment)	SCE	CTE		Bilingual		Gifted & Talented		Special Education	Title I	TOTAL Allotment
Allotment Summary →	\$ 35,850.00	0 \$ 5,196.00	96.00 -		\$	\$ 1,734.00		\$ 216.00	\$ 2,694.00	\$ 164,919.00	\$ 210,609.00
Fort Worth Independent School District 2019-2020 Campus Improvement Plan Budget Summary Principal: CortesRangel, Amelia Executive Director: Marion Moutor											
Summary by Fund Source											
Fund Source \rightarrow	Local Basic Allotment	SCE CTE			Bilingual		Gifted & Talented		Special Education	Title I	GRAND TOTAL budgeted in CIP
Academic Excellence Goals	\$ 21,500.00	0 \$ 5,196.0	.00		\$ 1,734.00		\$ 216.00		\$ 2,694.00	\$ 137,751.00	\$ 169,091.00
Mission	\$ 6,000.00)	-		-		-		-	\$ 27,006.00	\$ 33,006.00
Learning Environment Goals	\$ 8,299.00	0	-	-1		-		-	-	\$ 500.00	\$ 8,799.00
Total Allocated	\$ 35,799.00	0 \$ 5,196.0	D	-	\$ 1,734.00			\$ 216.00	\$ 2,694.00	\$ 165,257.00	\$ 210,896.00
Percent Budgeted	100%	6 100%	6	0%	100%			100%	100%	100%	100%
Other Funding Sources	Source	PTA/PTO	Community Partner	Co	rporate	Non-I	Profit	FWCF	School	ent Other	Total
	Amount	-	-		-		-		-	-	