

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 144 - Mitchell Boulevard ES

Principal: Martina-Quinones, Aileen

Executive Director: Priscila Dilley

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: 94.7

Special Education: 5.9

Dual Language/ESL: 27.8

Gifted and Talented: 4.6

Career and Technology: 0

Percentage of at-risk students: 75.8

Percentage of English Language (EL) students: 28.8

Percentage of economically disadvantage students: 90.7

2019-2020 Campus Site-Based Committee

Name	Role
Aileen Martina	Principal
Marjorie Garay	Teacher
Dennis Ramirez	Teacher
Julie Rowe	Teacher
Janae Capshaw	Teacher
Amanda Tiede	Campus Non-Teacher Professional
Romeo Munguia	District Level Staff
Terra Guillory	Parent
Richie Upchurch	Parent
James Rice (YMCA)	Community Representative
Angela Jeradi	Business Representative
Kyle Rowe	Business Representative
Fanny Perez	Additional Representative Appointment
Veronica Seindenstein	Other

Accountability Summary

Visit [Txschools.org](https://www.txschools.org) for an overview of the State Accountability Systems and school profile for Mitchell Boulevard ES. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2019-2020, 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

Domain 1: **Student Achievement** 57

Domain 2: **School Progress** 80

Domain 3: **Closing The Gaps** 72

Overall Performance Accountability Rating

78 - Met Standard

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement 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 2019-2020 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 2019-2020

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	1. All identified Bil/ESL students are placed with Highly qualified teachers.	1. 29% of the student population is identified as ELL.	1. Increase student achievement.
	2. All identified GT students are placed with GT certified teachers. 32 GT/TP students are receiving services by a GT certified teacher.	2. The percentage of students identified for GT continues to be low.	2. Improve school culture.
	3. All identified dyslexia students receive services with dyslexia teacher. 13 students are currently receiving dyslexia services.	3. Continue RTI process to identify students with dyslexia.	3. Improve the social, emotional needs of students.
			4.
			5.
Student Achievement	1. Most recent data from the January benchmarks shows 3rd and 5th grade Math and reading as an area of strength. 76% of the 5th grade students are at the approaches level for math. 71% of the 5th grade students are at the approaches level for reading.	1. The most recent data shows reading as an area of struggle. 25% of 3rd grade DL students (8) and 42% of 4th grade students are at approaches based on the January reading benchmark test. We need to purchase more books for the library and classroom libraries to support our reading program. We need to provide supplies, materials and additional technology to support teachers with instruction in the classroom. We need to provide professional development opportunities to bilingual teachers, coaches and administrators.	
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School Culture and Climate	1. School culture and climate has been a strength for the campus. Morning arrival, hall transitions and afternoon dismissal procedures have improved since the beginning of the school year. Administrators collaborate with the staff, parents and community members to reflect on current practices and make adjustments for continuous improvement. Fourth and 5th grade teachers are implementing Restorative Practice. This year we implemented the Might Men of Mitchell.	1. 3rd grade level teachers will to attend Restorative Practice training. Provide classes and workshops for parents to help increase parental involvement and school culture. Purchase supplies and materials to enhance the parental involvement program. Provide refreshments during Family Nights and other family events. We will implement strategies to increase participation in the Mighty Men on Mitchell days.	
	2.	2.	
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Staff Quality/ Professional Development	1.	Additional teachers will attend Restorative Practice training. Provide classes and workshops for parents to help increase parental involvement and school culture. Purchase supplies and materials to enhance the parental involvement program. Provide refreshments during Family Nights and other family events. We will implement strategies to increase participation in the Mighty Men on Mitchell days.	1.	The school continues to show a need to address emotional/behavior challenges of students. We will continue to provide professional development on social emotional strategies such as TBRI, Restorative Practice. We will continue to provide professional opportunities to the staff to understand and learn strategies to help students with severe social, emotional needs.
	2.	Teachers and members of the leadership team will attend PD, including conferences and institutes to learn strategies to improve school culture and student performance targeting all student groups (Bilingual/ESL, GT and Risk).	2.	The school continues to show a need to address emotional/behavior and academic challenges of bilingual/ESL, GT and at-risk students.
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Curriculum, Instruction, and Assessment	1.	The campus Leadership Team and Teaching Trust provided a cohesive plan for instruction, data practices and assessment based on standards.	1.	The Leadership Team will train new teachers in the development of IPCs, and instructional alignment. Instructional coaches will continue to provide PD for aggressive monitoring. TRS will be fully implemented and continuous PD and support will be provided to teachers. Teachers and members of the leadership team will attend PD and conferences to help improve academic performance among all student groups (bilingual, ESL, GT and at risk)
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Family and Community Involvement	1.	The Leadership Team will train new teachers in the development of IPCs, and instructional alignment. Instructional coaches will continue to provide PD for aggressive monitoring. TRS will be fully implemented and continuous PD and support will be provided to teachers.	1.	The Parent Communications Specialist will continue to provide workshop for parents and motivate parents to become more involved. We will invite community members to participate in the Mighty Men of Mitchell. We will begin technology workshop for parents.
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School Context and Organization	1.	The Parent Communications Specialist will continue to provide workshop for parents and motivate parents to become more involved. We will invite community members to participate in the Mighty Men of Mitchell. We will begin technology workshop for parents.	1.	Use of data trackers by teachers and students will be fully implemented in grades KG-2
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Academic Excellence Goals

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

Campus Name: 144 - Mitchell Boulevard ES

Principal: Martina-Quinones, Aileen

Executive Director: Priscila Dilley

SMART Goals	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.	54.55	20.45	6.82	25	
	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)				55	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Improve student achievement in grades 3-5 literacy	<ol style="list-style-type: none"> 1. Provide PD focused for small group instruction. 2. Provide PD focused for best instructional practices in literacy. 3. Use an intervention block to provide targeted instruction for students in needs of support. 5. Teachers and LT members will attend PD and conferences to improve writing performance among all student groups. 6. Utilize All in Learning to gather and monitor all data in grades. 7. Monitor Achieve 3000 and ISIP data. 8. Provide supplies and materials to support literacy. 	Instructional Leadership	5/1/2019	Title I	20,000		
2 Title I	Improve percent of students in grades K-2 literacy on or above grade level.	<ol style="list-style-type: none"> 1. Provide PD focused for small group instruction and leveled reading. 2. Provide PD focused for best instructional practices in literacy. 3. Use an intervention block to provide targeted instruction for students in needs of support. 4. Utilize teacher assistants to provide small group instruction in literacy. 5. Provide focused PD on improving writing instruction. 	Instructional Leadership	5/1/2019	Title I	12,000		
3 SPED	Improve student achievement in students receiving special education services.	<ol style="list-style-type: none"> 1. Provide PD focused for small group instruction and leveled reading. 2. Provide PD focused for best instructional practices in literacy. 3. Use an intervention block to provide targeted instruction for students in needs of support. 4. Utilize teacher assistants to provide small group instruction in literacy. 	Instructional Leadership	5/1/2020	Special Education	2,593		
4 Title I	Improve student achievement in students in dual language classes.	<ol style="list-style-type: none"> 1. Provide PD focused for small group instruction and leveled reading. 2. Provide PD focused for best instructional practices in literacy. 3. Use an intervention block to provide targeted instruction for students in needs of support. 4. Utilize teacher assistants to provide small group instruction in literacy. 	Instructional Leadership	5/1/2020	Bilingual	618		

5	Title I	Improve student achievement in students participating in the GT program.	1. Provide PD focused on differentiated instruction. 2. Provide PD focused on higher level thinking and student engagement.	Teacher(s)	5/1/2020	Gifted & Talented	144		
6	Title I	Improve student achievement in students participating in SCE.	1. Provide PD focused for small group instruction. 2. Provide PD focused for best instructional practices in literacy. 3. Use an intervention block to provide targeted instruction for students in needs of support. 5. Provide focused PD on improving writing instruction. 6. Utilize All in Learning to increase efficiency in gathering and monitoring all data in grades 3-5. 7. Implement systems to monitor Achieve 3000 and ISIP. 8. Provide supplies and materials to support literacy.	Instructional Leadership	5/1/2020	SCE	1,554		
7	Title I	Ensure alignment of resources with instructional needs of the school.	1. Actively monitor the impact of resources with instructional needs. 2. Seek input from classroom teachers and SBDM for additional classroom resources and materials to enhance instruction and help improve student achievement.	Principal	5/1/2020	Local (Basic Allotment)	24,459		
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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence: In order to improve student achievement in literacy, we will Provide PD focused for small group instruction provide PD focused for best instructional practices in literacy, we will use an intervention block to provide targeted instruction for students in needs of support, we will provide focused PD on improving writing instruction, we will utilize All in Learning to increase efficiency in gathering and monitoring all data, we will implement systems to monitor Achieve 3000 and ISIP, and we will provide supplies and materials to support literacy.

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

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

Campus Name: 144 - Mitchell Boulevard ES

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Executive Director: Priscila Dilley

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	38	EOY

Strategies for Improvement								
Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Improve student achievement in math across grade levels.	1. Provide PD focused on best practices to help improve overall student math fluency. 2. Provide resources based on Carnegie Strategies to support math instruction. 3. PD will be provided to teachers and LT serving all populations and all groups, including, bilingual, ESL, GT and at risk. 4. Use an intervention block to provide targeted instruction for students in needs of support. 5. Utilize All in Learning to increase efficiency in gathering and monitoring all data in grades 3-5.	Instructional Leadership	5/1/2019	Title I	15,000		
2 Title I	Improve student achievement in math in students participating in SCE.	1. Provide PD focused on best practices to help improve overall student math fluency. 2. Provide resources based on Carnegie Strategies to support math instruction. 3. PD will be provided to teachers and LT serving all populations and all groups, including, bilingual, ESL, GT and at risk. 4. Use an intervention block to provide targeted instruction for students in needs of support. 5. Utilize All in Learning to increase efficiency in gathering and monitoring all data in grades 3-5.	Instructional Leadership	5/1/2020	SCE	1,554		
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Progress Monitoring Schedule: BOY (August 19 - November 1) MOY (November 4 - February 14) EOY (February 18 - May 28)
BOY Status:
Principal Evidence: In order to improve student achievement in math across grade levels, we will provide PD focused on best practices to help improve overall student math fluency. We will provide resources based on Carnegie Strategies to support math instruction. We will use an intervention block to provide targeted instruction for students in needs of support and we will utilize All in Learning to increase efficiency in gathering and monitoring all data in grades 3-5.
In order to improve student achievement in math in students participating in SCE, we will provide PD focused on best practices to help improve overall student math fluency. We will provide resources based on Carnegie Strategies to support math instruction. We will use an intervention block to provide targeted instruction for students in needs of support, and we will utilize All in Learning to increase efficiency in gathering and monitoring all data in grades 3-5.
Leadership Feedback: Add BOY Status above which is a summary of the plan
MOY Status:
Principal Evidence:
Leadership Feedback:
EOY Status:
Principal Evidence:
Leadership Feedback:

Learning Environment Goals

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

Campus Name: 144 - Mitchell Boulevard ES

Principal: Martina-Quinones, Aileen

Executive Director: Priscila Dilley

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from	1 (Nutrition)	4 (Nutrition and Spanish)	May 2020
	PBIS - Disproportionate 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	92% (39 AA)	Decrease by 10%	May 2020
	Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from	90	100	

Strategies for Improvement								
Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Increase the number of parent workshops and classes.	<ol style="list-style-type: none"> 1. Parent Communication Specialist will provide Spanish classes to non-Spanish speakers. 2. Partner with Catholic Charities with Fort Worth Fund Leadership. 3. Partner with CookChildren's for Save a Smile. 4. Provide snacks during parent workshops and parent events. 5. Provide a Health and Wellness Fair in conjunction with a Family Night. 	Other		Title I	37,200		
2 Title I	Reduce the number duplicates of out of school suspensions for African American boys and girls.	<ol style="list-style-type: none"> 1. Utilize restorative practices, interventionist and counselor to provide ongoing social, emotional support for African American students. 2. Provide resources to support the social emotional need of our students. 3. Use the House System, incentives and snacks to celebrate the successes of targeted student groups. 	Assistant Principal	5/1/2019	Title I	10,000		
3 Title I	Increase the number of Fitness Gram report cards that are distributed to parents.	<ol style="list-style-type: none"> 1. Include report card distribution dates to the campus calendar. 	Teacher(s)	12/14/2018				
4 Title I	Focus on continuing to enhance campus culture in order to increase student achievement.	<ol style="list-style-type: none"> 1. Staff members will attend PD at the Ron Clark Academy to improve culture. 2. Provide TBRI training for the staff. 3. Provide PD focused in mental and social wellness. 4. Utilize restorative practices, interventionist and counselor to provide ongoing social, emotional support for African American students. 5. Provide resources to support the social emotional need of our students. 6. Use the House System, incentives and snacks to celebrate the successes of targeted student groups. 	Other	5/1/2019	Title I	22,237		
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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence: In order to Increase the number of parent workshops and classes, the Parent Communication Specialist will provide Spanish classes to non-Spanish speakers. The Parent Communication Specialist will partner with Catholic Charities (Fort Worth Fund Leadership) and Cook Children's (Save a Smile). She will provide snacks during parent workshops and parent events, and she will provide a Health and Wellness Fair in conjunction with a Family Night.

In order to reduce the number duplicates of out of school suspensions for African American boys and girls, teachers will utilize restorative practices. The interventionist and counselor will provide ongoing social, emotional support for African American students. We will provide resources to support the social emotional need of our students, and we will use the House System, incentives and snacks to celebrate the successes of targeted student groups.

We will focus on continuing to enhance campus culture in order to increase student achievement, we will provide opportunities for staff members to attend PD at the Ron Clark Academy. We will provide TBRI training for the staff, focused in mental and social wellness. We will use the House System, incentives and snacks to celebrate the successes of targeted student groups.

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

144 - Mitchell Boulevard ES

<div>→</div> <div>Budget Allotment Summary</div> <div>→</div>	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL Allotment
	\$ 24,459.00	\$ 3,108.00	-	\$ 618.00	\$ 144.00	\$ 2,593.00	\$ 116,437.00	\$ 147,359.00

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Budget Summary

Principal: Martina-Quinones, Aileen

Executive Director: Priscila Dilley

Summary by Fund Source					
Fund Source	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
General Fund	\$1,875,000	\$1,875,000	\$1,875,000	\$1,875,000	\$1,875,000
State	\$1,875,000	\$1,875,000	\$1,875,000	\$1,875,000	\$1,875,000
Federal	\$1,875,000	\$1,875,000	\$1,875,000	\$1,875,000	\$1,875,000
Total	\$5,625,000	\$5,625,000	\$5,625,000	\$5,625,000	\$5,625,000

Fund Source →	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CIP
Academic Excellence Goals	\$ 24,459.00	\$ 1,554.00	-	\$ 618.00	\$ 144.00	\$ 2,593.00	\$ 32,000.00	\$ 61,368.00
Mission	-	\$ 1,554.00	-	-	-	-	\$ 15,000.00	\$ 16,554.00
Learning Environment Goals	-	-	-	-	-	-	\$ 69,437.00	\$ 69,437.00
Total Allocated	\$ 24,459.00	\$ 3,108.00	-	\$ 618.00	\$ 144.00	\$ 2,593.00	\$ 116,437.00	\$ 147,359.00
Percent Budgeted	100%	100%	0%	100%	100%	100%	100%	100%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	School Improvement	Other	Total
	Amount	-	-	-	-	-	-	-	-