

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 186 - Sellars ES, David K.

Principal: Mattic, Steven

Executive Director: Todd Koppes

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: 95.9

Special Education: 8.4

Dual Language/ESL: 36.5

Gifted and Talented: 10.6

Career and Technology: 0

Percentage of at-risk students: 79.3

Percentage of English Language (EL) students: 40.9

Percentage of economically disadvantage students: 93.1

2019-2020 Campus Site-Based Committee

Name	Role
Steven Mattic	Principal
Jentessa Williams	Other
Sheene Campbell	Teacher
Xavier Smith	Teacher
Cynthia Hancock	Teacher
Angela Johnson	District Employee Relations Council Representative
Cynthia Winston	Campus Non-Teacher Professional
David Guerra	District Employee Relations Council Representative
Sharonda Walker	Parent
Officer Stokes	Community Representative
Donna Mitchell	Business Representative
Ron Williams	Business Representative
Lisa Trujillo	Other
Patricia Hardy	Additional Representative Appointment

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Sellars ES, David K..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	Overall Performance Accountability Rating
Domain 1: Student Achievement 75	82 - Met Standard
Domain 2: School Progress 84	
Domain 3: Closing The Gaps 77	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievemnet 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. 94% ED, 61% Hispanic, 34% African American, 3%, White, 1% 2 or more, 1 % Asian	1. Campus will implement after providing ELPS Training to better assist the needs of our diverse population.	1. Students in grades 3rd -5th receiving Meets and Masters on STAAR will increase 10% by May 2020
	2. More students are starting to be promoted on grade level and have at least 1 years' academic growth	2. Since we have classrooms with Mix Designed Classroom setting, more professional development that focus on differentiation and small group instruction is greatly needed.	2. Students in grades 4th-5th math levels will increase in meets and masters measured by district and state assessments by 10%by May of 2020
	3. Attendance increased from 95% to 97% overall.	3. According to students' population, more teacher diversity is needed in the area of administration.	3. Students in grades 4th-5th Reading reading levels will increase in meets and masters measured by district and state assessments by 10% by May 2020
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
Student Achievement	1. 75% or higher of students are passing STAAR at approaching or higher in grades 3rd - 5th.	1. Writing data reflects students are still scoring at a level 2 instead of a 4 on the 4th Grade Writing Staar assessment.	7.
	2. Based on 2018-2019 STAAR Math Data, all students in grades 3rd - 5th increased by for or more in the area of masters.	2. Based on Achieve 3000 and AR Star students' growth in reading levels is still limited in grades Kinder through 2nd.	8.
	3.	3. Based on the Math STAAR data reflects that 50% of students are not meeting their progress measurement goals.	9.
	4.	4.	10.
	5.	5.	
	6.	6.	
School Culture and Climate	1. Based on district data, DKS has a 3% turnover for teachers.	1. Continue to hire and sustain second language teachers and to continue to diversify the campus make up.	
	2. Based on campus/district survey, campus has a 92% welcoming environment to stakeholders	2. Based on the analysis of our TELPAS and STAR data, ELPS Professional Development is needed for teachers to assist with quality Tier 1 instruction.	
	3. 80% of teachers volunteer their time after school and weekends to tutor, and provide sports clubs for students	3.	
	4.	4.	
	5.	5.	
	6.	6.	

Staff Quality/ Professional Development	1.	75% of teachers are GT Certified	1.	Teachers need continued support in implementing rigorous Tier One instruction that FWISD is requiring to ensure differentiation and alignment is implemented into the lessons
	2.			
	3.			
	4.		2.	Continue to provide organized and FOCUSED PLC Meeting to address data and instruction alignment every other Thursday.
	5.			
	6.		3.	
			4.	
		5.		
		6.		
Curriculum, Instruction, and Assessment	1.	STAAR Test Scores from 3rd -5th Grade show student data meeting or exceeding the district's averages in all tested subjects	1.	As evidenced by an average of 55% student mastery of grade level standards, the teachers need to develop and implement effective Tier 1 lessons that are aligned to the standards.
	2.	Common planning among grade levels assists with effective PD for all grades	2.	
	3.	Campus is consistent with the implementation of a (FOCUSED) PLC meetings every other Thursday	3.	
	4.		4.	
	5.		5.	
	6.		6.	
Family and Community Involvement	1.	Parent Teacher Association (PTA) is strong	1.	Improve communication to inform parents of campus-wide initiatives and concerns through more channels
	2.	School calendar in done for two months to help parents plan their schedules in advanced	2.	Based on campus needs a calendar for the entire school will is needed for parents and stakeholders
	3.	Teachers/Staff implemented the following extracurricular activities: football, soccer, basketball, cheerleaders, student council, and softball	3.	
	4.		4.	
	5.		5.	
	6.		6.	

School Context and Organization

1.	Teachers/Staff implemented the following extracurricular activities: football, soccer, basketball, cheerleaders, student council, and softball	1.	More time is needed to assist teachers vertical planning to assist with student achievement
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	

Academic Excellence Goals

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

Campus Name: 186 - Sellars ES, David K.

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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.	80.00	44.71	22.35	50%	
	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)				50%	

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	By August 26, 2019 100% of Literacy Teachers from grades Pre-K - 5th will incorporate the balanced literacy components such as SGGR and read aloud within their literacy block. SGGR groups will be posted at the SGGR table.	<ol style="list-style-type: none"> Teachers will receive training on the Balanced Literacy model by Sept. 13, 2019. Teachers will receive training on implementing Fontas and Pinnell. Teachers will identify and implement all components of the Balance Literacy model and the SGGR times in a detailed schedule that will be submitted to the leadership team for approval. Incorporate Small Group push in and pull out interventions by using retired teachers 	Teacher(s)	8/26/2019	Title I	6,962	Not Started	
2 Title I	By September 3, 2019, 100% of Literacy classrooms (Pre-K - 5th) will Incorporate educational technology in their daily instruction to be progress monitored by leadership and Title 1 coaches.	<ol style="list-style-type: none"> 100% of Literacy teachers will be trained on how to incorporate web-based programs such as Achieve3000, Renaissance (STAR AR), Google Classroom, and Pearson software in to the classroom to by September 30, 2019. Literacy Teachers will adhere to a pre-determined Technology Lab schedule which will designate dates and times for students and teachers to use Chromebooks or Computer Lab to enhance instruction. Leadership team will monitor implementation through walkthrough 	Teacher(s)	9/30/2019	Title I	153,897	Not Started	
3 Title I	By Sept. 30, 2019, 100% of Pre-K - 5th grade teachers will establish a rewards system to celebrate students growth in lexile levels and reading fluency. .	<ol style="list-style-type: none"> Teachers will create an award criteria to that will acknowledge student growth/progress. Testing Coordinator and Math Coach will create a recognition board in the main hallway to display winners weekly. Student Progress will be awarded during 6 weeks Awards programs 	Teacher(s)	9/30/2019	Local (Basic Allotment)	4,929	Not Started	
4 LEP	100% of DL teachers will utilize funds to support English Learner students needs to ensure their growth and progress.	<ol style="list-style-type: none"> Teachers will fill out a purchase order for supplies/materials needed for classroom-based on last years data and goals for the year by Oct. 2019 Ms. Wilson will fulfill the purchase orders in a timely manner and follow through with the delivery of supplies by Oct. 2019. Leadership will monitor the purchase and implementation of materials to ensure alignment with mission and vision for students success by Oct. 2019. 	Teacher(s)	9/30/2019	Bilingual	1,312	Not Started	

5	Title I	By Sept. 30, 2019, teachers will establish a rewards system to celebrate students growth in lexile levels and reading fluency.	<ol style="list-style-type: none"> 1. Teachers will create an award criteria to that will acknowledge student growth/progress. 2. Teachers will discuss goals, track student progress and develop interventions and reteach plans, weekly. 2. Testing Coordinator and Math Coach will create a recognition board in the main hallway to display winners weekly. 3. Student Progress will be awarded during 6 weeks Awards programs 	Teacher(s)	9/30/2019	Local (Basic Allotment)	9,553	Not Started	
6								Not Started	
7	Title I	100% alignment of SCE resources to meet the diverse needs of our At-Risk population and effectively monitor their impact on our campus mission/vision and improve the quality of instruction.	<ol style="list-style-type: none"> 1. Student Achievement recognitions at every six weeks, semester, and EOY to promote academic growth and goal setting in all students by Dec. 2019. 2. Training and implementation of a ten week Latino Literacy to support literacy in the home of our At-Risk students by Dec. 2019. 	Teacher(s)	12/20/2019	SCE	5,028	Not Started	
8								Not Started	
9								Not Started	
10								Not Started	
11	CTE			Instructional Leadership	12/13/2019		0	Not Started	
12									
13									
14									
15									

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

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

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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 Reading will increase from	43%	50%

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	100% of Pre-K -5th grade teachers will receive an allotment of \$250 for curricular materials to increase student achievement and growth as based on our mission and vision by Oct. 2019.	<ol style="list-style-type: none"> Teachers will fill out a purchase order for supplies/materials needed for classroom based on last year's data and goals for the year by Oct. 2019. Utilize AR Program to incentivize interest, proficiency, stamina and vocabulary development in K-5th by Oct. 2019. Librarian will receive \$650 to support curricular needs by Dec. 2019. Leadership will monitor the purchase and implementation of materials to ensure alignment with mission and vision for students success by Oct. 2019. 	Teacher(s)	10/25/2019	Local (Basic Allotment)	10,000	Not Started	
2 Title I	100% of Gifted and Talented students will be offered the opportunity to engage in UIL events, Math Bee, Spelling Bee and other academic events to support student achievement.	Students will be invited or may request to attend a UIL or other afterschool event to extend learning in all content areas by May 2020	Teacher(s)	12/13/2019	Gifted & Talented	518	Not Started	
3 Title I	100% of Special Education teachers will utilize funds to support SPEC students needs to ensure their growth and progress.	<ol style="list-style-type: none"> Teachers will fill out a purchase order for supplies/materials Purchase Orders will be processed in a timely manner, by Oct. 2019 Leadership will monitor the purchases and implementation of materials 	Teacher(s)	12/13/2019	Special Education	4,432	Not Started	
4 Title I	teachers will utilize funds to support students needs to ensure their growth and progress.	<ol style="list-style-type: none"> Teachers will fill out a purchase order for supplies/materials Purchase Orders will be processed in a timely manner, by Oct. 2019 Leadership will monitor the purchases and implementation of materials 	Teacher(s)		Local (Basic Allotment)	1,432	Not Started	
5							Not Started	
6						0	Not Started	
7							Not Started	
8							Not Started	

9	CTE-LEP	Provide Training for administrators to increase instructional leadership	1. Area of improvement is identified during the BOY TPESS 2. Administrator seeks out professional development opportunities in the area of improvement 3. 2 weeks after attending professional development, administrator must present evidence of implementation of at least 2 strategies.	Principal	12/13/2019	Local (Basic Allotment)	6,071	Not Started	
10								Not Started	
11								Not Started	
12									
13									
14									
15									

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BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

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

Campus Name: 186 - Sellars ES, David K.

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	17%	80%	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 CTE-LEP	100% of our parents will be offered the opportunity to create a positive learning environment	1. Conduct Open House for parents to learn about the school, procedures, and curriculum 2. Conduct a Report Card Review Night for parents to receive help reviewing and assessing their students report cards online 3. Parent Communication Specialist will provide nutrition classes for parents	Other	12/13/2019			Not Started	
2 Title I	100% engagement of all teachers and staff in the PBIS plan to establish shared connections with and among students before delving into intensive core content instruction.	1. Recruit a vertically aligned PBIS task force to review behavior data and develop plan of action by Sept. 2019 2. Give PD to staff and set PBIS expectations by Oct. 2019 3. Develop a timeline for PBIS meetings and celebrations by OCT. 2019 4. Review behavioral data at MOY and EOY to ensure success of program	Teacher(s)		Local (Basic Allotment)	3,000	Not Started	
3						0		
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

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BOY Status:

Principal Evidence:

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