### Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Principal: Kelly, Sonya Campus Name: 221 - Western Hills Primary (Prek-1) Executive Director: Sonja Starr-Malone

#### 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	Career and Technology: 0						
Special Education: 7.6	Percentage of at-risk students: 69.5						
Dual Language/ESL: 33.7	Percentage of English Language (EL) students: 33.8						
Gifted and Talented: 1	Percentage of economically disadvantage students: 89.6						
2019-	2020 Campus Site-Based Committee						
Name	Role						
Sonya Kelly	Principal						
Shamyria Moore	Campus Non-Teacher Professional						
Sandi Martin	Teacher						
Kara Grantland	Teacher						
Arselia Espinoza	Teacher						
Vanessa Burroughs	Parent						
Derwin Harris	Community Representative						
Brandi Irons	District Level Staff						
Ardis Freeman	District Employee Relations Council Representative						
Brandy Arnold Tammy Lemay	Community Representative Parent						
Latisha Perry	Business Representative						
Caroline Hill	Campus Non-Teacher Professional						
Shura Buxton	Campus Non-Teacher Professional						
	Accountability Summary						
Visit Txschools.org for an overview of the State Accountability Systems and school profile for Weste	rn Hills Primary (Prek-1). The 85th Texas Legistation pased House Bill (HB) 22, establishing three domains for measuring performance of campuses:						
Begining with 2019-2020, campuses will receive a rating of A-F for overall performance, as well as performance in each don							
Click here for the TEA Accountability Resource Page							
State Accountability Ratings by Domain	Overall Performance Accountability Rating						
Domain 1: Student Achievement	76 - Met Standard						
Domain 2: School Progress							
Domain 3: Closing The Gaps							
	Campus Distinction Designations						
Academic Achievement in Mathematics:	Postsecondary Readiness:						
Academic Achievement in Science:	Top 25 Percent: Comparative Closing the Gaps:						
Academic Achievemet in Englih Language Arts/Reading:							
Top 25 Percent: Comparative Academic Growth:							
Campus Assuranc	es and Certification for the 2019-2020 School Year						
certify acceptance and compliance with all provisions set forth by							

I certify acceptance and compliance with all provisions set forth by:

the Fort Worth ISD School Board; Yes the Texas Education Code;

Yes Title I, Part A; and **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**

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Area Reviewed		Summary of Strengths What were the identified strengths?	W	Summary of Needs hat were the identified areas needing improvement or areas of weakness?	Ī
	1.	Number of behavioral referrals are decreasing each year.	1.	The number of students who are economically disadvantaged is increasing.	T
Demographics	2.	SPED identified students are aligned with 8-10% of the student population.	2.	Student mobility rate is increasing each year by 3+ percentage points.	-
	3.		3.	The number of students initially enrolling on campus with an ELL status is decreasing.	]
	1.	More students are getting to a higher reading level for the end of the year in kindergarten.	1.	Teachers need more time to interpret the student data without having to take extended periods of time	ŀ
Student Achievement	2. 3.	Less 1st grade students are entering the school year at a PC reading level.  NWEA Map results align with FWISD average	2.	to enter it into a spreadsheet.  Students with chronic absences are not gaining the required academic skills in a timely manner.	-
	). 	student performance.	3.	Teachers are needing more time to analyze the vertical alignment between the grade levels.	┢
	1.	Teachers have time to plan and discuss lesson plans and instructional practices each week	1.	The number of students exhibiting signs of emotional trauma is increasing steadily each year. Teachers	1
	2.	Administrative support is felt by staff members		would like to strengthen behavior management techniques and strategies.	ŀ
School Culture and Climate	3.	Teachers are able invoke teamwork to support each other in implementing instruction, behavioral techniques, and meeting campus initiatives	2.	Sensory motor lab is a great resource on our campus, but volunteers need to be consistently scheduled when one group is not available.	
			3.	More academic supports/tutors are need for classrooms, and significant attention needs to focus on bilingual tutors	
	1.	94% of the teachers at this campus have more than 3 years of teaching experience.	1.	The teacher turnover rate makes it challenging to keep all staff adequately trained on best practices	1
Staff Quality/ Professional	2.	New teachers report feeling supported and a part of their grade level team	2.	More action steps needed about the trends observed in student data. Student data needs to be more	
Development	3.	Grade levels collaborate often through PLCs and cohorts	3.	accessible and easier to navigate.  Structured system needed to cover all of the expectations of the campus for new teachers and staff members	_
Curriculum,	1.	Teachers take ownership of planning and understanding the curriculum	1.	Students perform below FWISD's average for Smarty Ants	
Instruction, and	2.	Reading levels are assessed each month	2.	Teacher's leveling of reading levels may be subjective	
Assessment	3.	SGGR and SGGM are implemented with fidelity	3.	More structure and guidance needed for writing lessons	

#### Priorities

What are we going to intervene? If addressed, this need will create the most impact.

- 1. Data analyst will track attendance, reading levels, HFW knowledge, reading fluency, writing levels, DOL results, math skills assessments, and math fluency.
- Grade Levels will have weekly PLC meetings that focus on formative and summative assessment performance. They will share samples of authentic student work and determine ways to extend the individual performance of the students
- Tier I reading instruction will be analyzed and coached for continuous improvement. Reading coach and leadership team will visit classrooms to calibrate balanced literacy expectations for delivery. Learning walks will be conducted to allow teachers to observe their peer's teaching practices.
- 4. Campus will use Blackboard, Class Dojo, Facebook, Instagram, FWISD App, and a monthly digital newsletter to communicate with parents and community stakeholders about campus performance and upcoming events. Parents will be encouraged to volunteer and foster a love of learning with the students.
- 5. School counselor and assistant principal will collaborate to identify trends in referrals. Commonly identified misbehaviors will indicate the type of strategies that are presented and promoted throughout the campus. School counselor will share monthly strategies for behavior management and social emotional awareness with teachers. Teachers will revisit Conscious Discipline and TBRI strategies during staff meetings and PLC meetings.

	1.	<ol> <li>Community partnerships with Junior MINTS, TCU, Tarleton, CIS, Watermark Church, FW Opera, TAFB, Red Oak, LVT Rise, Restoration Center, Trinity Terrace, All Saints Episcopal, and Western Hills High</li> </ol>		School seeks enrichment opportunities to impact students such as multicultural events, STEAM activities during school hours, and college/career planning
Family and Community	2.	School Provide resources to families such as dog therapy,	2.	Strategies needed to encourage volunteers to assist with tutoring and Motor Lab during school hours
Involvement	ballet/sports partnership, STEM Camp, family field trips, CIS, backpack club, clothes closet, and consistent referrals for FRC		3.	Single digital form of communication with parents to share out campus events and information
	3.	Grant recipient from TPW for our Nature Club initiative		
	1.	Highly experienced teachers, tutors, and volunteers	1.	More campus formulated interventions needed for students with social and behavioral issues
School Context and	2.	Students feel welcome, safe, and loved. Campus is well maintained and in the process of being rebranded.		Improve community's negative perception of the school by welcoming parents into the school during school hours for parents to interact with their children
Organization	3.	Campus schedule provides lots of family activities		and WHP staff
		and opportunities for teachers to interact with families		Use data to have more specific communication with parents regarding student progress each 6 weeks.

# Academic Excellence Goals

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

Campus Name: 221 - Western Hills Primary (Prek-1)

Principal: Kelly, Sonya

Executive Director: Sonja Starr-Malone

Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
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)				70	
Percent of students in grades K-1 math on or above grade level as measured by MAP Skills will increase from beginning-of-year to end of year (baseline)				65	EOY
Percent of students in Grades PK-1 writing on or above grade level as measured by campus benchmark writing samples will increase from beginning-of -ear to end-of-year (baseline)				75	EOY

			Strategies 1	for Improvem	ent				
	Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	Title I	Provide consistent support and tutoring to students who fall below tier 1 in ELA and math	Hire new bilingual tutor and returning tutors from last year to provide LLI/Soluciones tutoring  NWEA data will be reviewed and spiraling center activity ideas will be shared with staff  Title I teacher will support campus initiatives and literacy instruction  Numeracy skill review with be acquired each 6 weeks.	Principal	9/6/2019	Title I	69,600	On Target	
2	Title I	Acquire more assistance with data analysis/tracking and planning	Hire an experienced data analyst to track, share, and provided suggested interventions for teachers and students	Principal	6/3/2019	Title I	62,000	On Target	
3	Title I	Grade Levels will collaboratively identify desired professional development areas based on student performance to establish a tiered PD matrix for staff meetings and PLCs	Grade levels use date to identify trends in student performance gaps Rank trainings by level of importance for implementation Generate action steps and timelines after training has been delivered	Teacher(s)	9/13/2019	Title I	200	On Target	
4	Title I	Provide more opportunities for parental/teacher support and training regarding mental illness and parenting skills	Used for parent liaison salary, supplies, and parent meetings  Parent liaison and school counselor will work collaboratively throughout the year for meetings and community contact.  Coordinate with FRC and FWISD counseling department to provide mini-lessons and brochures at PTO meetings  Proactively refer families to FRC when mental/family instability is initially observed  Parent Liaison will connect the school to the community through sharing resource information and campus events	Principal	5/15/2020	Title I	10,000	Not Started	

5	Title I	Provide supplies and Lakeshore materials to teachers to generate and provide hands on activities for students.	Purchase basic classroom materials, lakeshore activities for reading, phonics, comprehension, vocabulary, math facts, subitizing, patterning, solving word problems	Principal	5/22/2020	Local (Basic Allotment)	3,000	Not Started	
6	Title I	Provide multiple sources of books for students to read books on their current reading level	Purchase books related to Scott Foreman stories that build background in the subject matter	Principal	10/25/2019	Title I	2,499	Not Started	
7	SPED	Provide supplies and Lakeshore materials to teachers to generate and provide hands on activities for SPED students.	Purchase remedial classroom materials, lakeshore activities for reading, phonics, comprehension, vocabulary, math facts, subitizing, patterning, solving word problems	Principal	10/25/2019	Special Education	2,200	Not Started	
8	Title I	Provide supplies and Lakeshore materials to teachers to generate and provide hands on activities for SCE students.	Purchase engaging classroom materials, lakeshore activities for reading, phonics, comprehension, vocabulary, math facts, subitizing, patterning, solving word problems	Principal	10/25/2019	SCE	4,300	Not Started	
9	Title I	Provide varied tinker items for G/T students to solve novel problems	Purchase tinker items for G/T class projects from local hardware store	Principal	10/25/2019	Gifted & Talented	50	Not Started	
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		Progress Monitoring S	chedule: <b>BOY</b> (August 19 - November	1) MOY (Novem	ber 4 - February	14) <b>EOY</b> (Febru	ary 18 - May 28)		
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Principal Evidence:

Leadership Feedback:

# Mission Goals

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

Campus Name: 221 - Western Hills Primary (Prek-1)

Principal: Kelly, Sonya

Executive Director: Sonja Starr-Malone

**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	64	75	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	Provide consistent support and tutoring to students who fall below tier 1 in ELA	Data analyst will identify deficit areas for students  *Reading Levels each month  *HFW each month  *Reading fluency each month  Teachers will implement suggested center activities during SGGM/Centers	Instructional Leadership	5/15/2020			Not Started	
2	Title I	Track reading levels each month in Kindergarten and First Grade	Reading levels will be collected during the third and fourth weeks of school by the leadership team.  Share strategies for support to teachers through data meetings and PLCs  Students will progress one or more reading levels each month. Students significantly below goal will receive additional SGGR and LLI tutoring throughout the day.  Students will have a targeted list of HFW words to memorize each month that correlate to the reading level that they are on.	Other	5/22/2020			On Target	
3	Title I	Students will have individual goals to read 100 books for the year	Teachers will challenge students to read 100+books. The school's goal is for students to read 40,000 books for the year.  Students will set their monthly goal and track it in their data folders each week to read 13 books per week.  A tiered points system with prizes will be provided to students meeting their goal to stay on track.	Instructional Leadership	5/22/2020	Title I	500	Not Started	

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4	Title I	Provide consistent support and tutoring to students who fall below Tier 1 in Math	Weekly skills checks using formative assessments in which data will be shared at PLC meetings  Kindergarten and First Grade tutoring in numeracy, basic addition and subtraction, word problems, math fact memorization, and pattern completion  End of year math bowl for Kindergarten and 1st grade students with addition and subtraction. Kindergarten will add and subtract one digit numbers up to 10. First grade students will add and subtract one and two digit numbers up to 20.	Other	5/22/2020	Title I	3,000	On Target	
5	Title I	Vocabulary acquisition will be emphasized to increase reading levels and improve background knowledge.	Using Pre-K's Building Background Knowledge kit, reading coach and Title I reading teacher will demonstrate to teachers ways to intentionally build vocabulary acquisition during read alouds and shared readings.  Pre-K students will be assessed on vocabulary knowledge each week in connection to the story of the week.	Instructional Leadership	5/22/2020			On Target	
6	Title I	Provide tiered reading practice games for bilingual students	Purchase reading games for bilingual centers	Principal	10/25/2019	Bilingual	1,000	Not Started	
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# Learning Environment Goals

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

Campus Name: 221 - Western Hills Primary (Prek-1)Principal: Kelly, SonyaExecutive Director: Sonja Starr-Malone

	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	15	25	5/22/2020
SMART Goals	PBIS - Disproportionate 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	20	10	5/22/2020
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	60	75	5/22/2020

			Strategies	for Improvement	ent				
	Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	Title I	Use more social media to connect with parents and community members each week to promote daily attendance and parental involvement	Identify two campus social media specialists Use Facebook, Classdojo, and Voly for family and community notifications Share positive information at least one time each 6 weeks Assign a grade level each six weeks to generate a post to be shared	Principal	5/22/2020			Not Started	
2	Title I	School will utilize current partnerships to encourage parents to participate in workshops that will be hosted by the campus and community partners	Identify the lead point of contact for each mentoring partner. Counselor and assistant principal will identify the most needed social emotional learning skills that are needed from the students. The team will generate a calendar of parent workshops to span the entire year.	Principal	5/22/2020			On Target	
3	Title I	Decrease number of duplicate referrals	Provide teachers with strategies on a monthly basis to proactively combat non-preferred behavior  Utilize mentoring through community partners: Junior Mints, Kids Hope, Hope Farm, and Restoration Church  Develop and track behavior/points sheet for any student with more than 3 referrals	Other	5/22/2020			On Target	
4	Title I	Improve campus wellness	Campus recess time for Kinder and 1st grade students, Joining Blue Zones, continue to develop and build outdoor learning classroom, mindfulness time each morning before literacy instruction begins	Teacher(s)	5/22/2020			On Target	
5	Title I	Principal will manage the materials needed to supply classroom teachers with materials to effectively engage their students during instruction	Purchase copy paper, lamination, office materials, classroom materials, ink, fees for conferences, mileage for field trips	Principal	5/22/2020	Local (Basic Allotment)	27,855	On Target	
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BOY Status:									
Principal Evidence:									
Leadership Feedback:									
MOY Status:									
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EOY Status:									
Principal Evidence:									
Leadership Feedback:									

### 221 - Western Hills Primary (Prek-1)

→ Budget	Local (Basic Allotment)	SCE	СТЕ	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL Allotment
Allotment — Summary →	\$ 30,855.00	\$ 4,300.00	-	\$ 1,000.00	\$ 50.00	\$ 2,200.00	\$ 147,799.50	\$ 186,204.50

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

**Budget Summary** 

Principal: Kelly, Sonya

Executive Director: Sonja Starr-Malone

### **Summary by Fund Source**

Fund Source →	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CIP
Academic Excellence Goals	\$ 3,000.00	\$ 4,300.00	-	-	\$ 50.00	\$ 2,200.00	\$ 144,299.00	\$ 153,849.00
Mission	-	-	-	\$ 1,000.00	•	-	\$ 3,500.00	\$ 4,500.00
Learning Environment Goals	\$ 27,855.00	-	-	-	-	-	-	\$ 27,855.00
Total Allocated	\$ 30,855.00	\$ 4,300.00	-	\$ 1,000.00	\$ 50.00	\$ 2,200.00	\$ 147,799.00	\$ 186,204.00
Percent Budgeted	100%	100%	0%	100%	100%	100%	100%	100%

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