

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 125 - Eastern Hills ES

Principal: Scott, Whitney

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: 95.8

Special Education: 5.3

Dual Language/ESL: 28.5

Gifted and Talented: 5

Career and Technology: 0

Percentage of at-risk students: 77.2

Percentage of English Language (EL) students: 29.4

Percentage of economically disadvantage students: 90.3

2019-2020 Campus Site-Based Committee

| Name | Role |
|------------------|---------------------------------|
| Whitney Scott | Principal |
| Paige Paul | Teacher |
| Minette Sosa | Teacher |
| Shamaine Wilson | Teacher |
| Anthony Burke | Teacher |
| Aleyda Marquez | Campus Non-Teacher Professional |
| Shirley Pace | Business Representative |
| Bill Schwennsen | Business Representative |
| Debbie Wright | Community Representative |
| Audrey Burnett | Community Representative |
| Joshua Stephens | Parent |
| Tiffany Stephens | Parent |
| Bonnie Stines | Parent |
| Tracy Barnett | District Level Staff |
| Whitney Scott | Principal |
| Paige Paul | Teacher |
| Tracy Barnett | Campus Non-Teacher Professional |

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Eastern Hills 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 | Overall Performance Accountability Rating |
|-----------------------------------------|-------------------------------------------|
| Domain 1: Student Achievement 72 | 82 - Met Standard |
| Domain 2: School Progress 83 | |
| Domain 3: Closing The Gaps 81 | |

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 1

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 1

Top 25 Percent: Comparative Closing the Gaps: 1

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. Increased attendance rate from 17-18 school year, 93.99% to 94.28% | 1. Decrease mobility rate from 38% to 30% | 1. Enhance social, emotional, and instructional knowledge and practices that maximize student character and academic growth. |
| | 2. Culturally diverse student population | 2. Improve attendance rate for Pre-K - 2nd grade from 93.25% | 2. Reinforce data-driven decisions to address student achievement gaps |
| | 3. | 3. Increase awareness of various cultures groups | 3. Develop and strengthen partnership between school and family to increase overall student success |
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| Student Achievement | 1. Consistent percentage of students performing at the approaching and masters levels in reading and math | 1. The percent of 3rd - 5th grade students performing on grade level in reading and math is averaging 35% | 10. |
| | 2. Implementation of Primary Literacy Intervention, across K-2, to address Tier 3 Reading Levels | 2. Increase writing achievement for Pre-K through 5th grade students | 11. |
| | 3. | 3. Increase refinement of data tracking and identified enrichment and interventions for tiered students | 12. |
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| School Culture and Climate | 1. | Clearly and consistently communicated common goals and expectations | 1. | Increase vertical team building, collaboration, and professional development opportunities amongst entire staff |
| | 2. | High teacher collaboration on data and instruction within grade level | 2. | Consistent systems and interventions to address Tier 3 behavior |
| | 3. | Stable faculty and staff morale as measured by climate surveys | 3. | Consistent implementation of social emotional curriculum to educate, equip, and meet students needs |
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| Staff Quality/ Professional Development | 1. | Differentiated professional development based on teacher and student need | 1. | Professional development on pedagogy in core content areas |
| | 2. | Bi-weekly PLCs to address student data and instructional practices | 2. | Ongoing all staff social, emotional, and de escalation training |
| | 3. | | 3. | Implementation of mindfulness time and strategies for students and teachers |
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| Curriculum, Instruction, and Assessment | 1. | Instructional Planning Calendars designed collaboratively by each grade level | 1. | Increase on grade level alignment of planned assessment and activities in the following subjects: reading, math, writing, science and social studies for grades Pre-K - 5 |
| | 2. | Weekly common assessments in each grade level to monitor students' progress | 2. | Increase the percent of students mastering daily objectives in the following content areas: reading, math, writing, science, and social studies for Pre-K - 5 |
| | 3. | Lower grade reading levels have increased due to professional development, implementation, and frequent response to data | 3. | |
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| Family and Community Involvement | 1. | End of Year Parent Survey to identify areas of improvement to increase parent partnership | 1. | Develop plan to increase school and family partnership based on needs assessment and family centric school best practices |
| | 2. | Teachers are using a school wide communication system and Home Visits to partner with parents | 2. | Increase school and family partnership events |
| | 3. | Scottie Support Team established | 3. | Increase communication and collaboration with parents through school wide online communication system, Home Visit Project, social media, and weekly newsletters |
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| | School Context and Organization | 1. | Faculty and Staff Communication through itsLearning | 1. |
| 2. | | Faculty and Staff Communication through itsLearning | 2. | |
| 3. | | Procedures are reviewed and in place to ensure safety and academic success. | 3. | |
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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:

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: 125 - Eastern Hills ES

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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 Math will increase from | 36% | 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 May 2020, 50% of 3rd - 5th grade students will perform on or above grade level as measured by STAAR Math. | 1.Weekly PLC meetings with 2nd - 5th grade teachers to analyze student math progress, grow in professional knowledge, and plan instructional steps based on student data | Principal | 5/28/2020 | SCE | 3,756 | | |
| 2 Title I | By May 2020, 50% of 3rd - 5th grade students will perform on or above grade level as measured by STAAR Math. | 2.Every three weeks 2nd -5th grade students will take weekly common assessments based on taught and targeted standards | Principal | 5/28/2020 | Title I | 20,000 | | |
| 3 | By May 2020, 85% of 3rd- 5th grade students will meet their individualized EOY target goals as measured by STAAR. | 3.Beginning October 2019, students will receive small group instruction based on academic need. | | | Special Education | 2,948 | | |
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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

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| SMART Goals | Campus Needs Goals and Measures (Baselines-X and Targets-Y) | Baseline (BOY) | to Target | by Deadline |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|-----------|-------------|
| | The customer satisfaction percentage will increase through positive interaction between families from diverse backgrounds and school staff as measured by the Parent Stakeholder Survey from | | | |
| | PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from | 100 (male incidents 18-19) | 50 | |
| | Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from | 0 | 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 | | 1. Each six weeks, analyze data from Stakeholder surveys and determine next steps based on data. | Principal | 5/28/2020 | Title I | 5,868 | | |
| 2 SPED | The number of duplicate incident referrals will decrease from 100 to 50 male students as measured by as FWISD Cycle Reports. | 2. Twice a month faculty professional development focused on PBIS, TBRI, and Mindfulness | Assistant Principal | 5/28/2020 | Title I | 5,868 | | |
| 3 SPED | The number of duplicate incident referrals will decrease from 100 to 50 male students as measured by as FWISD Cycle Reports. | 3. Every three weeks PLC meetings will be held to analyze students' social and emotional data and determine individualized interventions | Assistant Principal | 3/28/2020 | | | | |
| 4 Title I | By May 2020, 100% of students tested in FitnessGram will have a report send home to parents. | 4. Communicate to parents and students the goals and results of the Fitness gram | Assistant Principal | 5/28/2020 | | | | |
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Leadership Feedback:

