

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

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

Principal: Kelly, Sonya

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		Community Representative
Tammy Lemay		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 Western Hills Primary (Prek-1). The 85th Texas Legislature 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	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 Achievement in English Language Arts/Reading:	
Top 25 Percent: Comparative Academic Growth:	

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. Number of behavioral referrals are decreasing each year.	1. The number of students who are economically disadvantaged is increasing.	1. Data analyst will track attendance, reading levels, HFW knowledge, reading fluency, writing levels, DOL results, math skills assessments, and math fluency.
	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.	2. 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
Student Achievement	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 to enter it into a spreadsheet.	
	2. Less 1st grade students are entering the school year at a PC reading level.	2. Students with chronic absences are not gaining the required academic skills in a timely manner.	
	3. NWEA Map results align with FWISD average student performance.	3. Teachers are needing more time to analyze the vertical alignment between the grade levels.	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.
School Culture and Climate	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 would like to strengthen behavior management techniques and strategies.	
	2. Administrative support is felt by staff members	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. Teachers are able invoke teamwork to support each other in implementing instruction, behavioral techniques, and meeting campus initiatives	3. More academic supports/tutors are need for classrooms, and significant attention needs to focus on bilingual tutors	
Staff Quality/ Professional Development	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	
	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 accessible and easier to navigate.	
	3. Grade levels collaborate often through PLCs and cohorts	3. Structured system needed to cover all of the expectations of the campus for new teachers and staff members	
Curriculum, Instruction, and Assessment	1. Teachers take ownership of planning and understanding the curriculum	1. Students perform below FWISD's average for Smarty Ants	
	2. Reading levels are assessed each month	2. Teacher's leveling of reading levels may be subjective	
	3. SGGR and SGGM are implemented with fidelity	3. More structure and guidance needed for writing lessons	

Family and Community Involvement	1. 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 School	1. School seeks enrichment opportunities to impact students such as multicultural events, STEAM activities during school hours, and college/career planning
	2. Provide resources to families such as dog therapy, ballet/sports partnership, STEM Camp, family field trips, CIS, backpack club, clothes closet, and consistent referrals for FRC	2. Strategies needed to encourage volunteers to assist with tutoring and Motor Lab during school hours
	3. Grant recipient from TPW for our Nature Club initiative	3. Single digital form of communication with parents to share out campus events and information
School Context and Organization	1. Highly experienced teachers, tutors, and volunteers	1. More campus formulated interventions needed for students with social and behavioral issues
	2. Students feel welcome, safe, and loved. Campus is well maintained and in the process of being rebranded.	2. Improve community's negative perception of the school by welcoming parents into the school during school hours for parents to interact with their children and WHP staff
	3. Campus schedule provides lots of family activities and opportunities for teachers to interact with families	3. 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)

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SMART Goals	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-year to end-of-year (baseline)				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 and math	<p>Hire new bilingual tutor and returning tutors from last year to provide LLI/Soluciones tutoring</p> <p>NWEA data will be reviewed and spiraling center activity ideas will be shared with staff</p> <p>Title I teacher will support campus initiatives and literacy instruction</p> <p>Numeracy skill review will be acquired each 6 weeks.</p>	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 provide 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	<p>Grade levels use data to identify trends in student performance gaps</p> <p>Rank trainings by level of importance for implementation</p> <p>Generate action steps and timelines after training has been delivered</p>	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	<p>Used for parent liaison salary, supplies, and parent meetings</p> <p>Parent liaison and school counselor will work collaboratively throughout the year for meetings and community contact.</p> <p>Coordinate with FRC and FWISD counseling department to provide mini-lessons and brochures at PTO meetings</p> <p>Proactively refer families to FRC when mental/family instability is initially observed</p> <p>Parent Liaison will connect the school to the community through sharing resource information and campus events</p>	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 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	64	75

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	

4	Title I	Provide consistent support and tutoring to students who fall below Tier 1 in Math	<p>Weekly skills checks using formative assessments in which data will be shared at PLC meetings</p> <p>Kindergarten and First Grade tutoring in numeracy, basic addition and subtraction, word problems, math fact memorization, and pattern completion</p> <p>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.</p>	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.	<p>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.</p> <p>Pre-K students will be assessed on vocabulary knowledge each week in connection to the story of the week.</p>	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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