

175-Washington Heights ES

Mary Jane Cantu

Xavier Sanchez

## 2018-19 Schoolwide Programs: Campus Improvement Plan

### 175-Washington Heights ES

Principal: Mary Jane Cantu

Executive Director: Xavier Sanchez

### State Accountability Status

**Met Standard**

#### Campus Distinctions

SELECT A DISTINCTION DESIGNATION

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SELECT A DISTINCTION DESIGNATION

#### Campus Mission/Vision Statement

*Washington Heights Mission Statement*

#### CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 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

**Select** Priority / Turnaround Plans

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.

[Click here to see the full Guide to Campus Assurances](#)

### 2018 -2019 State Accountability Domain Scores

Domain 1: <b>Student Achievement</b>	72
Domain 2: <b>School Progress</b>	80
Domain 3: <b>Closing The Gaps</b>	72

### SBDM Members

Name	Role
Marisa Silva	Teacher
Kay Rosenfield	Teacher
Carmen Castillo	Teacher
Nerea De Arana Henley	Teacher
Lauren Vasquez	Campus Non-Tch Prof
Martha Ortiz	Parent
Rodolfo Cordova	Parent
Graciela Tellez	Parent
Cynthia Huerta	Business Rep
Brenda Martinez	Community Rep
Cindy Forestier	District-Level Staff
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### Fort Worth ISD Mission

Preparing **ALL** students for success in college, career, and community leadership.

# Comprehensive Needs Assessment Summary

## Comprehensive Needs Assessment Summary for 2018-2019

**Campus:** Washington Heights #175

**Principal:** Mary Jane Cantu

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
	What were the identified strengths?	What were the identified needs?	What are we going to intervene? If addressed, this
<b>Data Sources Used</b> No Graduation Yes Attendance Yes Discipline Yes Instruction Yes Curriculum Yes Student Data Make a selection for each by choosing from the	No Feeder Pattern Analysis No Cohort Analysis No Support Systems Yes Intervention Services No Dropout Identification Yes Achievement Gap	Yes Data Accuracy Yes Surveys No Fund Balance Yes Recruit & Retain Quality Staff No VOC-Customer Feedback Yes Other - enter data source here	
<b>Demographics</b>	1. Attendance PK-5th is above 96% 2. Suspension has decreased 36 total last year and 8 this school year from Aug. to Feb.	1. 13% of students with chronic absenteeism 2. High number of absences excused by parent note and/or school nurse note	1. <b>Improve core instruction in the area of Literacy</b> 2. <b>Improve core instruction in the area of Mathematics</b> 3. <b>Decrease number of students who are</b> 4. <b>Increase communication between staff and parents</b> 5. <b>Increase staff and student morale.</b> 6. 7.
<b>Student Achievement</b>	1. 78% of 3rd grade students rated Advanced/Advanced TELPAS Reading 2. 94% of 5th graders are showing some growth on Achieve	1. 4th grade TELPAS Reading 16% of students at beginning level, 44% intermediate. 5th grade TELPAS Reading 26% intermediate 2. Math Interim assessment 3rd-5th grade show 30% of students not passing 3. 4th grade Writing Benchmark results shows students at 58% approaches, 33% meets, 5.5% masters	
<b>School Culture and Climate</b>	1. Monthly Parent meetings	1. Teacher survey indicates student recognition is not adequate to maintain their motivation.	

	2. Teacher survey reflects excellent teacher collaboration within grade levels	2. Teacher survey indicates a need for a recognition plan for staff	8.
			9.
<b>Staff Quality/ Professional Development</b>	1. Teacher survey reflects all feel comfortable teaching all subjects	1. 6 out of 25 teachers have more than 10 absences for this school year.	10.
	2. WHE met standard on all four domains as assessed through STAAR.	2.	
<b>Curriculum, Instruction, and Assessment</b>	1. Campus has functioning	1. Leveled library has English readers to	
	2. Teacher survey indicates 100% of teachers who responded are comfortable with formative assessments	2. 25% of students from each grade level in 1st-5th are in RTI	
<b>Family and Community Involvement</b>	1. Monthly parent meetings	1. PTA 36 members	
	2. Strong business and community partnerships	2. Teacher survey indicates a need for feedback from parents after school events.	
		3. 29 approved volunteers that assist on	
<b>School Context and Organization</b>	1. 13 student programs offered at the campus after school during the school year	1. Teacher survey indicates feedback from teachers on initiatives is needed	
	2. Organization of lunch and specials is effective for planning	2. Limited documentation of parent conferences	

	→ 175-Washington Heights ES							
<b>Budget Summary</b>	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	\$ 19,615	\$ 3,480		\$ 931	\$ 288	\$ 1,790	\$ 97,390	123,494

**2018-19 Schoolwide Programs: Campus Improvement Plan**

**Budget Summary**

Principal: Mary Jane Cantu

Leadership Director: Xavier Sanchez

**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 CEIP
Student Outcome Goals	0	0	0	0	0	0	77,105	\$ 77,105
Campus Needs - Student Achievement	3,000	0	0	0	0	0	10,645	\$ 13,645
Campus Needs	1,000	0	0	0	0	0	860	\$ 1,860
Parent/Family Engagement Health Related	0	0	0	0	0	0	8,780	\$ 8,780
<b>TOTAL</b>	<b>\$ 4,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 97,390</b>	<b>\$ 101,390</b>
<b>Allocations</b>	<b>19,615</b>	<b>3,480</b>	<b>-</b>	<b>931</b>	<b>288</b>	<b>1,790</b>	<b>97,390</b>	123,494
<b>Percent Budgeted</b>	20%	0%	NA	0%	0%	0%	100%	82%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount							\$ -
Allocations	Student Outcome							-
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

# Student Outcome Goals

## 2018-19 Schoolwide Programs: Campus Improvement Plan

## Student Outcome Goals Action Plan

Principal: Mary Jane Cantu

Leadership Director: Xavier Sanchez

<b>Fort Worth ISD Student Outcome Goal Alignment</b>	Goal:	1 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.
	Progress Measures:	1.1 Percent of students in grades K-3 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from 27% to 37% by 2019.
		1.2a Percent of 2-3 grade students completing two weekly lessons on FWISD progress monitoring system for reading will increase from 22% to 37% by 2019.
		1.2b Percent of grade 2-3 students achieving 75% or higher on FWISD progress monitoring system for reading will increase from 8% to 28% by 2019.
		1.3 Percent of students in grade 3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from 42% to 59% by 2019.

<b>Focus SMART Goal Student Achievement and Progress</b>	<b>Campus Level</b> - Student Outcome <b>Goal</b> and <b>Progress Measures</b> (Baseline-X, Target-Y, Deadline-Z)	<b>Baseline (BOY)</b>	<b>to Target</b>	<b>by Deadline</b>
	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	33%	43%	EOY
	1.1 Percent of students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from	54%	75%	EOY
	1.2a Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	77%	95%	EOY
	1.2b Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	75%	90%	EOY
	1.3 Percent of students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from	0%	59%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	1,4	LEP	Teachers will meet to review Achieve/Smarty ants data to determine any needed adjustments to instruction	Teachers Data Analyst	2018-2019	PLC		
2	1,3	LEP	K-3 RP and 2-3rd DL will implement saxon phonics and PK-1 will implement Estrellita as part of the foundations block	Teachers	2018-2019			
3	1,3	LEP	Teachers will conduct SGGR lessons daily as part of literacy instruction	Teachers	2018-2019			
4	2,9	LEP	K-1 classes will participate in weekly sessions of smarty ants	Teachers	2018-2019			
5	2, 3, 9	LEP	2-5 classes will participate in two lessons weekly of achieve	Teachers	2018-2019			
6	1,9	LEP	K-5 classes will participate in AR and AR STAR to meet their individual needs and receive Maven's incentives.	Teachers	2018-2019		Title I	\$ 4,000.00
7	1,8,9	LEP	Data analyst to support and instruct personnel in interpreting, analyzing and identifying data trends and assist in formulating plans and identifying resources.	Teachers Data Analyst	2018-2019		Title I	\$ 70,105.00
8	1	LEP	Library books to ensure students have access for AR practice	Librarian	2018-2019		Title I	\$ 3,000.00
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# 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Mary Jane Cantu

# Student Outcome Goals Progress Monitoring

Leadership Director: Xavier Sanchez

**Opportunity** Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus SMART Goal (Target Element Systems)	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 33 to 43 percent.	BOY %	MOY %	EOY %	Target %	Difference
Students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool		54.0%			75%	-21.0%
Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading		77.0%			95%	-18.0%
Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading		0.0%			59%	-59.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Achieve Reports Smarty Ants Reports	1-() Teachers will meet to review Achieve/Smarty ants data to determine any needed adjustments to instruction	PLC's, Data Meetings	On Target			
2 Fountas and Pinnel	2-() K-3 RP and 2-3rd DL will implement saxon phonics and PK-1 will implement Estrellita as part of the foundations block	Lesson Plans, Walkthroughs	On Target			
3 Fountas and Pinnel	3-() Teachers will conduct SGGR lessons daily as part of literacy instruction	Lesson Plans, Walkthroughs	On Target			
4 Smarts Ants reports	4-() K-1 classes will participate in weekly sessions of smarty ants	Excel Document	On Target			
5 Achieve reports	5-() 2-5 classes will participate in two lessons weekly of achieve	Excel Document	On Target			
6 AR STAR reports	6-() K-5 classes will participate in AR and AR STAR to meet their individual needs	Excel Document	On Target			
7 PLC meetings	7-() Data analyst to support and instruct personnel in interpreting, analyzing and identifying data trends and assist in formulating plans and identifying resources.	Data Meetings	On Target			
8 Library book inventory	8-() Library books to ensure students have access for AR practice	Purchase Order	Not Started			
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# Campus Needs - Student Achievement

## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Mary Jane Cantu

## Campus Needs - Student Achievement Action Plan

Leadership Director: Xavier Sanchez

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus	Campus Needs Goals and Measures (Baselines-X and Targets-Y)		Baseline (BOY)			Target (EOY)		
			Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
SMART Goal Campus Priorities	Goal 1	Student Progress - Percent of students with accelerated growth (Math and Reading/Summarized) will increase from			70.00%			75.00%
	Goal 2	Reading - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Reading will	74.00%	41.00%	21.00%	76.00%	45.00%	25.00%
	Goal 3	Math - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Math will	81.00%	32.00%	12.00%	81.00%	37.00%	17.00%
	Goal 4							

		Alignment	Expectations					Focus → Achievement &
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	1,8,9	LEP	Data analyst to support and instruct personnel in interpreting, analyzing and identifying data trends and assist in formulating plans and identifying	Teachers Data Analyst	2018-2019			
2	1,8,9	LEP	Teachers will review interim assessments and benchmarks to identify any needed adjustments to instruction	Teachers Data Analyst	2018-2019	PLC		
3	1,6	LEP	Literacy Night event to promote literacy awareness and provide tools to parents to assist students at home.	Teachers Administrators	Spring 2019			
4	1,6	LEP	Science/Math Night event to promote math awareness and provide tools to parents to assist students at home.	Teachers Administrators	Fall 2018		Title I \$ 750.00	
5	1,2	LEP	Teachers, data analyst and counselor will participate in planning meetings to prepare and/or create activities and identify resources to meet CNA needs.	Teachers Counselor Data Analyst	2018-2019		Title I \$ 4,000.00	
6	1	LEP	Teachers will utilize STAAR aligned materials in Math and Reading.	Teachers	2018-2019		Title I \$ 3,695.00	
7	1,3	LEP	Teachers 1-5th will utilize Lone Star Math wall to enhance Math center time	Teachers	2018-2019		Local \$ 500.00	
8	1,9	SPED	Imagine Learning will be utilized by students served through special education and at risk students identified by RTI	Teachers	2018-2019			
9	1,4	LEP	Teacher professional development will be determined based on identified needs through PLC and walkthroughs	Teachers Administrators	2018-2019		Title I \$ 2,200.00	
10	1,4	LEP	Teacher professional development will be determined based on identified needs through PLC and walkthroughs	Teachers Administrators	2018-2019		Local \$2,500	
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Mary Jane Cantu

Leadership Director: Xavier Sanchez

<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	Student Progress - Percent of students with accelerated growth (Math and Reading/Summarized) will increase from						
	Reading - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Reading will						
	Math - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Math will						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 PLC Meetings	Data analyst to support and instruct personnel in interpreting, analyzing and identifying data trends and assist in formulating plans and identifying resources.	PLC Meetings sign in sheets and agenda	On Target			
2 Interim Assessments and Benchmarks	Teachers will review interim assessments and benchmarks to identify any needed adjustments to instruction	PLC Meetings	Not Started			
3 Sign in sheets	Literacy Night event to promote literacy awareness and provide tools to parents to assist students at home.	literacy night plan	Not Started			
4 Sign in sheets	Science/Math Night event to promote math awareness and provide tools to parents to assist students at home.	Math/science night plan	Not Started			
5 Sign in sheets	Teachers, data analyst and counselor will participate in planning meetings to prepare and/or create activities and identify resources to meet CNA needs.	Agendas	On Target			
6 Interim Assessments and	Teachers will utilize STAAR aligned materials in Math and Reading.	intervention plans	Not Started			
7 Interim Assessments and Benchmarks	Teachers 1-5th will utilize Lone Star Math wall to enhance Math center time	Walkthroughs	On Target			
8 Imagine Learning reports	Imagine Learning will be utilized by students served through special education and at risk students identified by RTI	Imagine Learning reports	On Target			
9 PLC Meetings and Walkthroughs	Teacher professional development will be determined based on identified needs through PLC and walkthroughs	905's	On Target			
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# Campus Needs

## 2018-19 Schoolwide Programs: Campus Improvement Plan

## Campus Needs - Student Achievement Action Plan

Principal: Mary Jane Cantu

Leadership Director: Xavier Sanchez

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z)		Baseline (BOY)	to Target	by Deadline
	Goal 1	Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase from	95%	96%	EOY
	Goal 2				EOY
	Goal 3				EOY
	Goal 4				EOY

Title I Components	PBMA\$	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	LEP	Campus wide incentives will be provided by class and individual student to encourage attendance on a daily basis.	Counselor Administrators	2018-2019		Local	\$ 500.00	
2	LEP	Home visits will be conducted for students with chronic absences	Counselor Teachers Adminstrators					
3	LEP	Chronic attendance plan will be put in place for students who are chronically absent	Counselor Teachers Adminstrators			Local	\$ 500.00	
4	LEP	Informational parent meetings will be held to provide tools and strategies to help parents and students at home	Counselor			Title I	\$ 860.00	
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Mary Jane Cantu

Leadership Director: Xavier Sanchez

Opportunity	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)					
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase from	95.0%			96%	-1.0%
					0%	
					0%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Attendance data	1-() Campus wide incentives will be provided by class and individual student to encourage attendance on a daily basis.	Attendance Plan	On Target			
2 Attendance data	2-() Home visits will be conducted for students with chronic absences	Home visit log	On Target			
3 Attendance data	3-() Chronic attendance plan will be put in place for students who are chronically absent	Attendance Plan	On Target			
4 Sign in sheets	4-() Informational parent meetings will be held to provide tools and strategies to help parents and students at home	Agenda	On Target			
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