

154-ML Phillips ES

Whitney Clark

Xavier Sanchez

2018-19 Schoolwide Programs: Campus Improvement Plan

154-ML Phillips ES

Principal: Whitney Clark

Executive Director:

Xavier Sanchez

State Accountability Status

Met Standard

Campus Distinctions

Top 25% Closing Achievement Gap

Academic Achievement in Reading/Language Arts

Academic Achievement in Science

Top 25% Student Progress

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

Campus Mission/Vision Statement

Environment committed to achieving excellence for ALL students. Vision statement: MLP: School,

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

YES 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: Student Achievement	72
Domain 2: School Progress	89
Domain 3: Closing The Gaps	79

SBDM Members

Name	Role
Gracie Oliver	Teacher
Perri Hockema	Teacher
Erin Crandall	Teacher
Kerry Boatright	Teacher
Angel Rodriguez	Parent
Kimberly Martinez	Parent
Robert Henry	Business Rep
Stephanie Jackson	Community Rep
Kimberly Waiters	District-Level Staff
MaryEllen Brown	Additional Appointed Rep
Shelby Reed	Campus Non-Tch Prof
	Select
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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: 154 MARY LOUISE PHILLIPS ES

Principal: WHITNEY CLARK

Data Sources Used Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	No	Data Accuracy
	Yes	Attendance	No	Cohort Analysis	No	Surveys
	Yes	Discipline	Yes	Support Systems	Yes	Fund Balance
	Yes	Instruction	Yes	Intervention Services	Yes	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here
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 need will create the most impact.	
Demographics	1.	Equity in balancing student demographics in RP classes	1.	Social-emotional support for students, grades K-3	1. Increase staff awareness for the areas of need for the whole child. 2. Reinforce data-driven decisions made on campus in order to address the achievement gap. 3. Educate parents and families of factors that affect student success.	
	2.	Dual Language and RP PreK classrooms offered	2.	High mobility rate of students impacts long term planning for		
	3.	Special education units: TAP, PPCD, Resource, Inclusion	3.	Overall low attendance for campus can impact student progress		
Student Achievement	1.	Steady increase on Lexile levels across student groups	1.	An achievement gap exists between ELLs and All Students group		
	2.	Earned 5 distinctions from TEA on student growth, achievement gap, science, ELAR, post secondary readiness for	2.	3rd grade Reading (English) is performing below grade level expectations		
	3.	RTI Process has led to early interventions and identification for testing	3.	STAAR Writing achievement is below grade level for Regular and Dual Language Programs		
School Culture and Climate	1.	Improvements to building appearance; student work	1.	Honorable character has not be integrated to restorative circles		
	2.	High percentage of staff retention from year to year	2.	Opportunities remain for parents to be involved in HC and RP		

	<ol style="list-style-type: none"> Implementation of Honorable Character and Restorative Practice has led to decreased 	<ol style="list-style-type: none"> Review 360 incident reports show we need social-emotional support for students, grades K-3
Staff Quality/ Professional Development	<ol style="list-style-type: none"> Consistent weekly PLCs for data, RTI, and student accountability 	<ol style="list-style-type: none"> Professional development for social-emotional needs for learners
	<ol style="list-style-type: none"> Professional development opportunities provided both on campus and off- aligned to campus goals 	<ol style="list-style-type: none"> Vertical alignment in PLCs to allow for cross-grade level TEK connections
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> SmartyAnts and Achieve3000 implemented in all classrooms 	<ol style="list-style-type: none"> Opportunities for cross-curricular writing exist in all grade levels
	<ol style="list-style-type: none"> Grade 1 Intervention system in place to improve reading levels for all Tier 2/3 students 	<ol style="list-style-type: none"> Move LLI intervention system up to incorporate grade 2 for Tier 3 interventions
	<ol style="list-style-type: none"> Unique Learning and ReadyBodies/LearningMinds for Special Education classrooms and Motor Lab 	
Family and Community Involvement	<ol style="list-style-type: none"> Increased parent volunteers and volunteer reading programs 	<ol style="list-style-type: none"> More consistent Family Academies with better communication so we increase participation
	<ol style="list-style-type: none"> Facebook, Website, Remind101 and ParentLink utilized for consistent parent 	<ol style="list-style-type: none"> Survey family needs in regards to community resources so referrals align to needs
	<ol style="list-style-type: none"> High PTA membership drive and monthly events 	
School Context and Organization	<ol style="list-style-type: none"> FWAS Program maintains enrollment and offers variety of clubs 	<ol style="list-style-type: none"> Some technology is outdated and does not function properly
	<ol style="list-style-type: none"> Volunteer programs support district initiative; Read2Win, etc 	<ol style="list-style-type: none">

	154-ML Phillips ES							
Budget Summary	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	\$ 28,128	\$ 4,392		\$ 826	\$ 245	\$ 3,520	\$ 105,540	142,651

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Whitney Clark

Leadership Director:

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	18,000	4,000	0	0	0	4,000	104,869	\$ 130,869
Campus Needs - Student Achievement	3,000	0	0	800	0	0	0	\$ 3,800
Campus Needs	2,000	0	0	0	0	0	0	\$ 2,000
Parent/Family Engagement Health Related	0	0	0	0	0	0	6,900	\$ 6,900
TOTAL	\$ 23,000	\$ 4,000	\$ -	\$ 800	\$ -	\$ 4,000	\$ 111,769	\$ 143,569
Allocations	28,128	4,392	-	826	245	3,520	105,540	142,651
Percent Budgeted	82%	91%	NA	97%	0%	114%	106%	101%

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: Whitney Clark

Leadership Director:

Fort Worth ISD Student Outcome Goal Alignment	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.

Focus SMART Goal Student Achievement and Progress	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
		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	27%	40%
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	41%	51%	EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	69%	78%	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	33%	50%	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	42%	59%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,3,4		Teachers will ensure that students complete 2 lessons weekly on FWISD progress monitoring tool and perform at 75% or higher.	Teachers	Weekly		Local	\$ 3,000.00	Progress
12,3		Student conferences will be held to review student progress and goal-set.	Teachers	1x per semester		Local	\$ 2,000.00	Progress
1,2,3,4		Small group instruction will occur at least 3x per week for all students in Reading in grades K-3	Teachers, Title 1 TA	3x per week		Title I	\$ 37,772.00	Progress
1,2,3,4	LEP	Weekly PLCs will review student progress in FWISD progress monitoring tool	Data Analyst, Administrators, Teachers	Weekly, Tuesdays	PLC	Title I	\$ 67,097.00	Progress
1,2,3,4,9		Teachers will receive training on Tier 3 interventions	RTI Dept, Teachers, Administrators	August-September	Pull-Out/ Vendor	Local	\$ 2,000.00	Closing Gaps
1,2,3,9		Tier 3 intervention with Leveled Literacy Intervention program will be in place for at-risk 2/3 graders	Teachers, TA, support staff	Sept-May		SCE	\$4,000	Closing Gaps
1,2,3,9	SPED	Special Education TAP and PPCD classrooms will incorporate differentiated instruction through Unique Learning program	Sped Teachers, TAs	Daily		SPED	\$ 4,000.00	Closing Gaps
1,2,3		Accelerated Reader program, Fountas and Pinnell Leveled Readers, and book clubs will support student access and exposure to a variety of texts.	Librarian, Teachers	Weekly		Local	\$ 11,000.00	Progress

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2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal: Whitney Clark

Leadership Director:

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 27 to 40 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				51%	
	Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading				78%	
	Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading				59%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Avg Activities Per Week	1-(Progress) Teachers will ensure that students complete 2 lessons weekly on FWISD progress monitoring tool and perform at 76% or higher.	Assessment Data From BOY; MOY; EOY; Weekly Agendas	On Target			
2 Avg Student Activity Score	2-() Student conferences will be held to review student progress and goal-set.	Student Data Tracking Forms	Not Started			
3 % Increase in Students on Grade Level	3-(Progress) Small group instruction will occur at least 3x per week for all students in Reading in grades K-3	Assessment Data from BOY; MOY; EOY; Title 1 TA Schedule; Flexible Grouping Charts	On Target			
4 Student Lexile and Lesson Growth; %	4-(Progress) Weekly PLCs will review student progress in FWISD progress monitoring tool	RTI Tracking; meeting Agendas; Data Sheets	On Target			
5 % Increase in Students on Grade Level	5-(Closing Gaps) Teachers will receive training on Tier 3 interventions	Walk through data; Meeting Agendas; % of Students in RTI Tier 3; LLI Tracking Form	On Target			
6 % Increase in Students on Grade Level	6-(Closing Gaps) Tier 3 intervention with Leveled Literacy Intervention program will be in place for at-risk 2/3 graders	LLI Data Tracking Sheets; % of Students in RTI Tier 3	On Target			
7 Closing Achievement Gap of Sped and Gen Ed	7-(Closing Gaps) Special Education curriculum will incorporate differentiated instruction	Lesson Plans; Walk through data	On Target			
8 % Increase in Students on Grade Level	8-(Progress) Accelerated Reader program, Fountas and Pinnell Leveled Readers, and book clubs will support student access and exposure to a variety of texts.	Assessment Data from BOY; MOY; EOY; Data Tracker and RTI Visual in PLC room	Completed			
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Whitney Clark

Leadership Director:

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	Writing - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Writing will increase by 10%.	56.00%	24.00%	6.00%	66.00%	34.00%	16.00%
	Goal 2	Percent of ELL students performing at or above Approaches Grade Level as measured by 5th grade Reading STAAR will increase by 15 %.	36.00%	0.00%	0.00%	51.00%	30.00%	15.00%
	Goal 3							
	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	1,3,4	LEP	Writing teachers will receive professional development for writing practices	Administrators, ELIT,	Aug; Sept;	Pull-Out/	Title I	
2	1,2,3,4		All teachers will utilize writing reflections across contents	Teachers	Weekly		Local	\$ 3,000.00
3	1,2,3	LEP	Professional development in high-yield instructional strategies for ELLs	Teachers, Administrators	Aug; Sept; October; February; March	PLC	Bilingual	\$ 800.00
4	1,2,3	LEP	Required instructional practices across contents; word walls, anchor charts, complete sentences, sentence stems	Teachers, Administrators	Daily			
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Whitney Clark

Leadership Director:

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (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
		Writing - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Writing will increase by 10%.	56.0%	24.0%	6.0%	66%	34%
Percent of ELL students performing at or above Approaches Grade Level as measured by 5th grade Reading STAAR will increase by 15%.	36.0%	0.0%	0.0%	51%	30%	15.0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Student Achievement Data on STAAR	Writing teachers will receive professional development for writing practices	Interim Assessment Data; Benchmark Data; STAAR; Data Tracking Sheets	On Target			
2 Student Achievement Data on STAAR	All teachers will utilize writing reflections across contents	Student journals; Lesson Plans; Walk through data; PLC Student Work Samples	On Target			
3 Closing Achievement Gap for ELs and Gen Ed	Professional development in high-yield instructional strategies for ELLs	Interim Assessment Data; Benchmark Data; STAAR; Agendas; Professional Development Plans	On Target			
4 Closing Achievement Gap for ELs and Gen Ed	Required instructional practices across contents; word walls, anchor charts, complete sentences, sentence stems	Walk through data; Lesson plans; Campus Agendas; Teacher Modeling PD in PLCs	On Target			
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Whitney Clark

Leadership Director:

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	Average daily student attendance rate as documented in the FWISD Cycle Reports will increase by 2%.			95%	97%	EOY
	Goal 2						EOY
	Goal 3						EOY
	Goal 4						EOY

Title I Components	PBMAS	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	1,2,6	Attendance incentives will target students with chronic absenteeism	Attendance committee, Administrators	Year long		Local	\$ 2,000.00	Closing Gaps
2	1,2,6	Truancy tracking with Attendance committee, data clerk and Administrator	Attendance committee, Data clerk, Administrator	Year Long				Closing Gaps
3	1,2,6	Campus PBIS plan to recognize students in order to increase student engagement and motivate attendance.	Administrators, Teachers	Year Long				Culture and Climate
4	1,2,6	Campus Restorative Practices will assist in decreasing student out of school placement	Administrators, Teachers	Year Long				Achievement
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Whitney Clark

Leadership Director:

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)					
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	Average daily student attendance rate as documented in the FWISD Cycle Reports will increase by 2%.	95.0%			97%	-2.0%
					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 % Increase in ADA; % Increase in Students on	1-(Closing Gaps) Attendance incentives will target students with chronic absenteeism	Average Daily Attendance	Above Target			1st six week: 0.64% growth as compared to
2 % Increase in ADA; % Increase in Students on Grade Level	2-(Closing Gaps) Truancy tracking with Attendance committee, data clerk and Administrator	SIS Meeting Notes; Student Contact Logs; ADA	Above Target			
3 % Increase in ADA; % Increase in Students on	3-(Culture and Climate) Campus PBIS plan to recognize students in order to increase student engagement and motivate attendance.	ADA; PBIS Plan; Student Recognition (Pep Rallies)	On Target			
4 % Decrease in Student Infraction and OSS	4-(Achievement) Campus Restorative Practices will assist in decreasing student out of school placement	Discipline Records; % OSS	On Target			
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