

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 118 - Peace ES, Hazel Harvey

Principal: Avery, Anthony

Executive Director: Hilda Caballero

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: 94.7
Special Education: 6.7
Dual Language/ESL: 15.4
Gifted and Talented: 7.7

Career and Technology: 0
Percentage of at-risk students: 66.7
Percentage of English Language (EL) students: 15.6
Percentage of economically disadvantage students: 82.5

2019-2020 Campus Site-Based Committee

Name	Role
Anthony Avery	Principal
Melonee Harris	Principal
Misty Hollis	Teacher
Anita Jones	Teacher
Nick Verzosa	Teacher
Shari Lautigar	Teacher
Jason Tremaine	Parent
Nicole Adams	Parent
Shammiea Yancy	Parent
Tessie Santiago	Community Representative
Michael Morris	Community Representative
Dr. Liem Nguyen	Business Representative
Dr. Keith Livingstone	Business Representative
Yolanda Munson	District Level Staff
Melony Tremaine	Campus Non-Teacher Professional

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Peace ES, Hazel Harvey. 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 67	80 - Met Standard
Domain 2: School Progress 82	
Domain 3: Closing The Gaps 76	

Campus Distinction Designations

Academic Achievement in Mathematics: 0	Postsecondary Readiness: 0
Academic Achievement in Science: 0	Top 25 Percent: Comparative Closing the Gaps: 1
Academic Achievement in English Language Arts/Reading: 1	
Top 25 Percent: Comparative Academic Growth: 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

No 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. Hazel Harvey Peace has grown into a very diverse campus. The cultural and ethnic diversity strengthens our focus toward cultural sensitivity.	1. Decrease chronic absences and increase daily attendance percentage.	1. The support students behavioral and social-emotional needs with emphasis on conflict resolutions, appropriate social skills, and self-regulation.
	2. We have maintained a steady Pre K enrollment number.	2. Continue to promote understanding and cultural sensitivity.	2. Increase parent/ community involvement in school related to supporting learning and social- emotional needs.
	3. Link and PPCD (SPED Programs) have added to the campus sensitivity toward others.	3. Increase opportunities for community involvement such as mentoring Equitable PBIS behavior supports and interventions.	3. Provide training and implementation guidance for staff related to academic best practices and meeting the need of varied learners from various backgrounds.
Student Achievement	1. Percentage of PreK Students writing at a pre-communicative level or higher is increasing.	1. Continue to improve instructional practices to improve student achievement.	4.
	2. Daily dedicated time to online Literacy and Math programs has shown progress.	2. Add and update student technology in the computer lab and classroom.	5.
	3. The campus received three distinctions on state testing. (Student Achievement, School Progress, Closing the Gap)	3. Continued behavior issues impede campus and student progress. (Need for behavior and social-emotional support campus-wide)	
School Culture and Climate	1. We celebrate our diversity through family engagement activities.	1. Continued implementation and training related to Conscious Discipline and Restorative Practices to continue to address the need for social-emotional and self-regulation needs. This will allow all student to be able to focus on learning.	
	2. Beginning implementation of Restorative Practices and Conscious Discipline has led to improve relationships between student and teachers.	2. More support for volatile and aggressive prevalent behaviors on campus.	
	3. Staff is respectful and loving toward the students	3. The need for a PTA to support teachers and to support the growth of the school.	
Staff Quality/ Professional Development	1. Grade level PLCs for collaboration and awareness of vertical alignment.	1. The need for consistent leadership and feedback. There have been three principals at the campus in the past two years.	
	2. Staff is committed to professional development to improve instructional practices.	2. The need for coaching in time to implement new practices related to PBI S and instruction.	
	3. Staff continued efforts towards instructional best practices have led to successes in state testing.	3. The need for more behavior support to allow teachers to focus on instruction.	
Curriculum, Instruction, and Assessment	1. The implementation of understanding by design allows more time for a deeper knowledge of the curriculum. (Data used to drive instruction)	1. More aligned resources and training for hands-on experiential learning.	
	2. Teachers use a variety of resources such as reading street and weekly assessments to accumulate the necessary data on student achievement.	2. Increased focus on resources, assessments, and professional development for early childhood staff.	
	3. Deeper understanding I've universal screener data.	3. Data meeting /monitoring and RTI implementation.	

Family and Community Involvement	1.	Schoolwide events promote parental involvement and community participation.	1.	Need for school events that educate parents on how to best support the learning of their student in the importance of daily attendance.
	2.	Read to Win, Good News Club and roles models are the main opportunities for community volunteers.	2.	The need for a PTA to support teachers and to support the growth of the school.
	3.		3.	Need for more community partnerships and involvement in the school.
School Context and Organization	1.	Teachers are involved in planning and decision-making on all levels.	1.	The need for consistent leadership and feedback. There have been three principals at the campus in the past two years
	2.	Multiple programs and trainings have been implemented to improve instructional best practices.	2.	The need for more support for students with disruptive and violent behavior.
	3.	Site-based decision-making committee meets regularly.	3.	The need for clear communication systems/ methods with staff and families

Academic Excellence Goals

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

Campus Name: 118 - Peace ES, Hazel Harvey

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	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.	52.11	26.76	9.86	35	
	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)					

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 opportunities for teachers to tutor struggling students before and after school.	<ol style="list-style-type: none"> 1) The teacher will use the beginning and middle of the year, academic screeners, to identify struggling students. 2) Identified students will be offered tutoring during the second, third, fourth and fifth six weeks. 3) Tutoring groups will be updated every six weeks based on six weeks tests and universal screener. 	Principal	12/20/2019	Title I	10,000	Not Started	
2 Title I	100% of ELA teachers will attend professional learning opportunities and continually guided related to the implementation of the Pearson ELAR textbook adoption and the balanced literacy block.	<ol style="list-style-type: none"> 1) The district will provide the initial training related to the implementation of the Pearson ELAR textbook adoption. 2) Additional training will be provided during the first two six weeks by campus instructional leadership, which includes principal, Asst. Principal and the instructional coach. 3) Targeted training will be added based on the collective results of campus instructional walks. 	Instructional Leadership	2/28/2020	Title I	2,000	Not Started	
3	100% of all teachers will participate in professional learning opportunities and will be guided on the proper implementation of Daily 5 literacy stations and interactive anchor charts.	<ol style="list-style-type: none"> 1) During the first six weeks PLCs of school, all teacher will receive training related to Daily 5 literacy stations and interactive anchor charts. 2) During the second six weeks, Teachers will have the opportunity to see Daily 5 literacy stations and interactive anchor charts during an observation at another school. 3) Teachers will reflect on their implementation progress during PLC's. 	Teacher(s)	2/3/2020			Not Started	
4 Title I	100% of the campus instructional leadership team and the campus ELAR teachers will participate in ongoing progress monitoring to ensure best practices in the classroom. Supplemental reading materials will be purchased to support the campus ELAR goals.	<ol style="list-style-type: none"> 1) The campus instruction leadership and campus ELAR teachers will conduct learning walks. 2) Feedback will be provided to the teachers for reinforcement. 3) Teachers will also be given a chance to self reflect on their instructional practices. 4) Extra reading materials will be purchased to aid the teachers in meeting the needs of all learners. 	Instructional Leadership	12/20/2019	Title I	2,000		

5	Title I	100% of Teachers will analyze student reading data and make instructional adjustments to meet the goal of 62% of students approaching grade level, 40 % of student Meeting grade level, and 20 % of students mastering grade-level standards as measure by literacy interim assessments and benchmark testing.	1) Lesson Plans and IPC's that are aligned to the district scope and sequence will be submitted to the proper Google folder. 2) Teachers will participate in PLCs, data and RTI Meetings with campus administration and the data analyst every two weeks to align instruction to the needs of the students, as well as, provide proper services to meet the varied needs of students. 3) Campus administrators and teacher will participate in calibration once a six weeks to ensure alignment to the TEKS.	Principal	5/1/2020	Title I	65,297		
6	Migrant	The instructional leadership team and the language center teacher will analyze student reading data and make instructional adjustments to meet the needs of at-risk students,	1) Demographic reports will be reviewed at the beginning of each semester to properly identify at-risk students. 2) Instructional materials and supplies will be purchased based on a committee decisions related to at-risk academic need.	Teacher(s)	3/27/2020	SCE	6,193		
7	LEP	The instructional leadership team will analyze student reading data and make instructional adjustments to meet the needs of bilingual students,	1) Demographic reports will be reviewed at the beginning of each semester to properly identify bilingual students. 2) Instructional materials and supplies will be purchased based on committee decisions related to bilingual academic need.	Instructional Leadership	12/20/2019	Bilingual	413		
8	SPED	The instructional leadership team and the campus special education team will analyze student reading data and make instructional adjustments to meet the needs of special population students,	1) Special Education Rosters will be frequently reviewed to properly identify and serve special education students. 4) Instructional materials and supplies will be purchased based on committee decisions related to special ed academic need.	Teacher(s)	4/17/2020	Special Education	2,384		
9		The instructional leadership team and the campus GT committee will analyze student reading data and make instructional adjustments to meet the needs of GT students,	1) Instructional materials and supplies will be purchased based on committee decisions related to GT academic need.	Instructional Leadership	12/20/2019	Gifted & Talented	346		
10	Title I	The Computer Lab Assistant will work to assist teachers and campus admin. to provide access to technology.	Teachers will participate in trainings with campus administration and the computer lab assistant three times during the school year to effectively integrate technology into classroom lessons.	Instructional Leadership	3/27/2020	Title I	25,436	On Target	
11		Provide opportunities for teachers to tutor struggling students before and after school.	1) The teacher will use the beginning and middle of the year, academic screeners, to identify struggling students, 2) Identified students will be offered tutoring during the second, third, fourth and fifth six weeks. 3) Tutoring groups will be updated every six weeks based on six weeks tests and universal screener.	Instructional Leadership	4/1/2020	Local (Basic Allotment)	5,000		
12		To support the professional development of teachers and staff, substitutes will be provided.	When a teacher attends a district-approved professional development, a qualified substitute will be provided.	Instructional Leadership	2/28/2020	Local (Basic Allotment)	1,000		
13		100% of the campus instructional leadership team and the campus ELAR teachers will participate in ongoing progress monitoring to ensure best practices in the classroom. Supplemental reading materials will be purchased to support the campus ELAR goals.	Extra reading materials will be purchased to aid the teachers in meeting the needs of all learners.	Instructional Leadership	2/28/2020	Local (Basic Allotment)	5,000		

14	Technology will be added to all 2nd, 1st, kindergarten classrooms to support early learning in math and ELAR.	<p>1) iPads or Chromebooks will be purchased and distributed to kinder through 2nd-grade classrooms.</p> <p>2) Additional technology peripherals, such as interactive letter tiles, will be purchased to support the student use of technology.</p> <p>3) Campus Administration will train the teacher and support staff on how to use and implement student use of the purchased technology.</p>	Instructional Leadership	3/27/2020	Local (Basic Allotment)	2,000		
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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:

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Learning Environment Goals

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

Campus Name: 118 - Peace ES, Hazel Harvey

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Parent organization membership will increase as measured by the School Profile from	0	25	5/01/2020
	PBIS - Disproportionate 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from		150	5/01/2020
	Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from		95	5/01/2020

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 of 2020, the Campus Parent Liason and the principal will improve parent involvement on campus by beginning a PTA.	<ol style="list-style-type: none"> 1) The Parent Liason will create a parent volunteer network to support teachers, students and the growth of the school. 2) Create an ALL Pro Dads club as a conduit for parents to serve on campus during the school day. 3) Parent Liason and campus admin will purchase supplies for family engagement events and activities. 4) The Parent Liason will contact the Ft Worth Council of PTAs for guidance related to starting a PTA. 5) 	Other	5/23/2020	Title I	2,457	Not Started	
2 Title I	By the end of the third six weeks, the campus principal will provide professional development to 100% of the teacher related to the positive recognition/ character-building system which aims to meet the social-emotional needs of all students.	<ol style="list-style-type: none"> 1)The principal will provide training for the positive recognition/ character-building system referred to as the house system. 2) A group of teachers will visit the Ron Clark Academy to study and implement the positive student engagement system. 2) Implement daily, weekly and per six weeks student recognition and reward system related the House system, 3) Build a campus CARE team to review, alter and implement the behavior plans of students. 	Principal	11/1/2019	Title I	15,000		
3 Title I	By the end of the first semester, additional instructional materials will be purchased to help aid teachers in meeting the needs of all students.	<ol style="list-style-type: none"> 1) A technology assessment will be conducted by the campus admin and teacher to assess where the greatest need for additional materials may be. 2) Technology will be purchased for specific instructional purposes. 3) Needed general supplies will be purchased to aid the school to serve all students. 	Instructional Leadership	12/20/2019	Title I	13,387		
4 Title I	By May of 2020, campus teachers and staff enhance the learning experience of students through academic presentations and travels.	<ol style="list-style-type: none"> 1) Students will travel to Uil and other competition during the 19/20 school year. 	Instructional Leadership	5/15/2020	Title I	1,000		
5	To support the general operation the school uses rented copy machines.	Use paper copies in conjunction with the printed textbooks provided by the district.	Instructional Leadership	2/28/2020	Local (Basic Allotment)	2,500		

6	To support the general operation the school supplies, that require maintenance, will be repaired,	School supplies that require maintenance, will be repaired by placing work orders or contacting vendors.	Other	5/29/2020	Local (Basic Allotment)	1,301		
7	To support the general operation the school, general supplies will be purchased as needed.	When needed teachers and staff request supplies to support instruction and general operations. Those request will be converted into purchase orders.	Instructional Leadership	3/31/2020	Local (Basic Allotment)	7,700		
8	By the end of the fourth six weeks, staff will have the opportunity to receive professional development to support the implementation of research-based effective practices.	1) Teacher and staff who which to attend professional development must submit approval forms which show the training is aligned to professional, campus or district goals.	Instructional Leadership	2/28/2020	Local (Basic Allotment)	3,500		
9	To ensure the campus is implementing research-based effective strategies, campus administration will have the opportunity to join professional educator associations.	To ensure the campus is implementing research-based effective strategies, campus administration will have the opportunity to join professional educator associations.	Instructional Leadership	3/27/2020	Local (Basic Allotment)	385		
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