

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 151 - Howell ES, Natha

Principal: Granados, Monica

Executive Director: Shawn Buchanan

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: 96.2

Special Education: 6.2

Dual Language/ESL: 64.2

Gifted and Talented: 5.2

Career and Technology: 0

Percentage of at-risk students: 87.9

Percentage of English Language (EL) students: 64.9

Percentage of economically disadvantage students: 87.5

2019-2020 Campus Site-Based Committee

Name	Role
Monica Granados	Principal
Heather Faaborg - Special Education	Teacher
Abraham Campos-4th Grade Math	Teacher
Delia Hernandez- 3rd Grade	Teacher
Sonya Bowen- Special Education	Teacher
Ruth Ramirez- Cross Roads Church	Business Representative
Don Cooper- Campus Mentor and Coach-	Community Representative
Leticia Chavez- BTAP Coordinator	District Level Staff
Lynda Wilburn- Clayton Yes	Campus Non-Teacher Professional
Lynda Traugott- Campus Librarian	Additional Representative Appointment
Rhea Smarz-Morgan- Campus Counselor	District Employee Relations Council Representative
Martha Pozos- Early Childhood Teacher's Aide	Other
Jamie Johnson	Parent
Annette Aziz	Additional Representative Appointment

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Howell ES, Natha. 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 60	65 - Met Standard
Domain 2: School Progress 66	
Domain 3: Closing The Gaps 62	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

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. Econ Disadv/ ELL Current & Monitored students and HIS (76% TEA scaled score) subgroups met Academic Achievement status for Closing the Gaps/ status in ELA/Reading	1. Growth for overall reading not met in ELA/ Reading subgroups for 2019 ranged from 62%-65% not meeting federal target goals.	1. Plan specific PD for teachers with lead content teachers, coaches, and departments to provide strong support with impactful strategies.
	2. Growth for Closing the Gaps was Met in all subgroups with 100%.	2. Academic Achievement status for HIS/ Econ Disadv and ELLs not met in 3rd grade Reading	2. Work in committees/ and steering committees to establish high standards and campus agreement for PK-5th grade accountability factors that equates to alignment.
	3. Component Target met for ELL Proficiency and STAAR Student Success status.	3. Parent workshops for HIS/ Econ Disadv families	3. Establish parenting center workshops with counselors to support families and parents/legal guardians on once per semester.
Student Achievement	1. Gains in 3rd and 4th grade Math on 2019 STAAR	1. Lack of consistent academic growth for 4th grade reading and math as identified by STAAR	4. Increase lexiles for students 2nd- 5th measured by Achieve 3000 with gains of 200 Pts per year (minimum) to 85%
	2. Closing the Gaps increased for 5th grade Reading Spanish/ELL students at 92%	2. 4th Grade Writing STAAR proficiency is above district average but below state standards for mastery for 2019..	5. Budget specific funding allocations to increase student achievement and academic growth to purchase resources/PD and or materials for teachers..
	3. Increase in lexile levels for more than 70% of students in comparison to 2017-2018 for 2019. Campus moved from D report card to B status	3. Achieve 3000 lexile gains were at 65-70% is lexile gains of 200 points or more per student with 35-30% still below in growth.	
School Culture and Climate	1. Neuhaus trained K-2nd and Estrellita for DLE K-1st grade teachers	1. Increased teacher turnover with with 5 or less years experience.	
	2. Learning Model campus with identified trained teachers and staff trained coaches.	2. Referrals indicate an increase in incidents during specials and in lower grades. Social Emotional	
	3. Restorative circles approaches and strategies require more campus alignment .	3. Restorative circles approaches and strategies require more campus alignment .	
Staff Quality/ Professional Development	1. Restorative circles approaches and strategies require more campus alignment .	1. Alignment of Standards for campus reading initiatives for K-5th require more vertical planning.	
	2. Learning Model PLC and teacher planning sessions were increased for all teaching staff.	2. Increased need for more teacher led PLCs and professional development aligned to higher order thinking and critical thinking/analyzation of content	
	3. Learning walks and Teacher observations focusing upon core content needs are modeled by lead staff.	3. Application of ELL strategies for second language learners.	

Curriculum, Instruction, and Assessment	1.	Chromebooks for Achieve 3000 and or research/online academic programs increased.	1.	Need for increased curriculum resource planning for teachers and support staff to provide instructional rigor.
	2.	Google classroom created for teacher PD/ modeled lesson videos, and lesson planning platforms utilized weekly.	2.	Planning with lessons requires a strong alignment with district learning model and student expectations.
	3.	Data tracking of student and overall campus progress with various assessments and programs to support 100X25 reading initiatives.	3.	Plan more with the social-emotional aspect of lessons to motivate and create a strong learning environment-safe environment
Family and Community Involvement	1.	Parent and student academic nights to provide support in reading.	1.	Lack of diverse parent/PTO volunteers helping at all grade levels.
	2.	Monthly Parent and campus newsletters used with lucid press to communicate events and campus success initiatives.	2.	Support for identified students and resources for parents to include family resource referrals and ACH workshops
	3.	Parent/teacher conferences held 3 times a year at BOY/MOY/ and EOY.	3.	Parenting classes and workshops need to increase.
School Context and Organization	1.	Month at a glance with events shared with staff and parents	1.	Information received and shared from departments impedes efficiency
	2.	Parent Link information and social media contacts have increased with increase in survey participation	2.	Lack of technology for teachers to complete items in a timely manner.
	3.	School website evolving	3.	Committee decision making for core content lacks strong collaboration

Academic Excellence Goals

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

Campus Name: 151 - Howell ES, Natha

Principal: Granados, Monica

Executive Director: Shawn Buchanan

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.	57.14	25.40	14.29	75%	
	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)				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	Allocate resources to embed formative instructional practices	1. Purchase ALL in One Learning formative assessment programs to monitor student progress. 2) Provide professional development for all staff with application of program. 3) Engage with student learning during class visits/learning walks and during PLCs to gain practice and measure student achievement.	Principal	9/27/2019	Title I	11,300	Not Started	
2 Title I	Implement literacy across content areas to increase exposure with various genres and critical thinking/analyzation of text.	1) Emphasize frequent, purposeful use of modeled BDA strategies to support content-area reading, writing, research/inquiry, vocabulary development, and critical thinking. 2. Establish common agreements by grade level use of literacy strategies, so students receive consistent instruction and practice that enables them to use the strategies independently. 3. Include the learning and implementation of the gradual release of responsibility model moving from teacher directed to student directed.	Instructional Leadership	9/26/2019	Title I	6,500	Not Started	
3 Title I	Use of PLC sessions to engage teachers in planning and implementation of balanced literacy practices in classrooms.	Consistent application of the Balanced Literacy Readers/ Writers Workshop model (1) Before, During, and After reading with purpose; 2) responding to reading in a reader's notebook; and or demonstration of learning (DOL) 3) utilizing Achieve 3000 resources to model BDA protocols and comprehension retention.	Assistant Principal	9/12/2019	Title I	750	Not Started	
4 Title I	Daily Small Group Guided Practice- Teachers will use specific HOT question prompting and skills modeled guided practice to build comprehension, metacognition and independent release of learning with scholars.	Implementation of BL Strategy Groups to monitor targeted Guided Reading and/or skills based instruction measured by local, DOL's and or formative/summative assessments at a minimum of three times a week for all tier 2-3 students. Allocate funds for critical thinking stems	Teacher(s)	10/3/2019	Bilingual	1,593	Not Started	
5 Title I	Develop master/core schedules that support a school-wide response for enrichment/intervention blocks for all students to monitor growth.	1) Identify students in quartile groups. 2) .Use diagnostic assessments to drive instructional decision-making in support areas 3) Identify an intensive reading block in master schedule. 4) Assign qualified teachers to the reading block. 5) Peer group students in small groups and or direct instruction to monitor progress	Principal	8/22/2019	Title I	2,800	Not Started	

6	Title I	Develop teacher-based, grade-level, or department teams in the building that analyze student data, monitor student learning, share high-leverage strategies and/or continually review and unpack standards	1) Create coaching sessions for novice staff and established teachers to learn from one another in regards to instruction. 2) Model instructional practices and "role-play" learning with colleagues to develop craft. 3) Gradual release and strategy implementation in classroom feedback.	Principal	9/5/2019	Title I	2,000	Not Started
7	Title I	Schedule enough time every week for purposeful collaboration; review student data and share classroom strategies	1) Develop master schedule and time allocations to provide 75-90 minute additional planning time for staff with teacher or principal directed PLC. 2) Provide enrichment block for students during planning with identified staff. 3) Increase specials from 50-55 or 60 minutes daily.	Principal	9/5/2019	Title I	1,500	Not Started
8	Title I	Learning communication of standards and or learning objectives with students on a daily basis.	1) Post learning objectives and standards for daily lesson and reference with students to be observed during classroom visits. 2) Demonstration of Learning measures in classroom.	Principal	8/22/2019	Title I	750	Not Started
9	Title I	Use identified reading programs/Achieve 3000 and or curriculum to increase student lexile levels at minimum 200+ point gain per academic year.	1) Student tracking of Achieve 3000 participation and level set lexile growth. 2) Share data growth and visuals with staff and community.	Principal	8/22/2019	Title I	2,000	Not Started
10	Title I	Develop teacher-based, grade-level, or department teams in the building that analyze student data, monitor student learning, share high-leverage strategies and/or continually review and unpack standards for GT students	1) Create coaching sessions for novice staff and established teachers to learn from one another in regards to instruction. 2) Model instructional practices and "role-play" learning with colleagues to develop craft. 3) Gradual release and strategy implementation in classroom feedback.	Teacher(s)	11/8/2019	Gifted & Talented	202	On Target
11								
12								
13								
14								
15								

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: 151 - Howell ES, Natha

Principal: Granados, Monica

Executive Director: Shawn Buchanan

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		55%	EOY
	Percent of students at grade level or above in Math will increase from 42% to 55% overall as measured by Meets grade level STAAR level performance.,		55%	

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	Participation in and application of professional learning in PLC or allocated PD blocks to specifically build academic growth in the areas of mathematics and instructional technology.	1) Master Schedule to provide an extended common planning time once a week lead in teams for mathematics and a vertical planning session for teachers per six weeks. 2) Allocate PD and or Flex days aligned to student and campus need. 4) Monitor implementation through instructional rounds with teaching teams.	Instructional Leadership	10/25/2019	Title I	6,500	On Target	
2 Title I	Vertical planning and professional learning experiences centered around math instruction guided by standards. (On-going)	Monitor and improve horizontal and vertical alignment with standards/TEKS and District Benchmarks to ensure consistency of rigorous instruction and assessment to the articulated curriculum in math.	Instructional Leadership		Local (Basic Allotment)	13,000	On Target	
3 Title I	Implementation of daily Enrichment/Intervention time in the Master Schedule (By August 13th and ongoing live document)	Allocate time in instructional schedule to provide interventions. Purchase intervention programs to target skills.	Principal	9/6/2019	Special Education	1,743	On Target	
4 LEP	Create instructional planning calendars to compact and or timeline TEKS delivery and units to streamline and differentiate learning by scaffolding new concepts. *Established by September 20th- and ongoing practice)	Planning sessions with curriculum maps and units based from district or teacher created resources. Use diagnostic data to differentiate instruction to Observe, modify, and reevaluate instruction.	Teacher(s)	9/20/2019	Title I	1,200	On Target	
5 Title I	Balance and embed skill sets and problem solving for students with guided and independent practice ADD- Arithmetic program and student products to increase foundations.	Timeline for lesson application in math block. Modeled expectations and independent application expectations created with lead teachers. PLC product to discuss Student engagement level feedback	Teacher(s)	9/13/2019	Local (Basic Allotment)	750	On Target	
6 Title I	HOT question and design with lesson plans to support student engagement levels.	1) Planning and implementation of HOT questions with lesson planning 2) Instructional delivery of HOT questions in core block. 3) Student response and feedback in learning cycle from HOT questions to be observed and gauged for inquiry and rigor.	Teacher(s)		Title I	1,200	Not Started	
7 Title I	Data driven decision and review of reports with teachers in PLC/ FAC	1) Allocate funds for data analyst to pull and create data reports 2) Instructional pull out or push in based on data support 3) Testing coordinator of assessments.	Other	8/19/2019	Title I	68,000	Not Started	

8	Title I	Tutoring for all students with extended day for teachers.	1) Allocated funds for after school tutoring and nutritional snacks 2) 1-2 hour academic tutoring per identified student per week in reading and math 3) Identification with student groups	Assistant Principal	8/30/2019	Title I	6,514	On Target	
9	Title I	Title 1 Tutors for bilingual and ESL students	1) Fund allocation for one on one interventions with identified students.	Principal	9/13/2019	Title I	10,500	Not Started	
10	Title I	MobyMax computer program for student growth	1) Allocate funds for 2nd-5th grade students to be utilized for 1 hour per week for identified students to support growth measures.	Principal	8/9/2019	Title I	3,200	Not Started	
11	Title I	Utilization of manipulatives and resources to increase meets requirements to increase math	Fund allocations	Assistant Principal		Local (Basic Allotment)	12,000	Not Started	
12	Title I	Tutoring for all students with extended day for teachers.	1) 1-2 hour academic tutoring per identified student per week identified content areas. 2) Identification with student groups	Assistant Principal		SCE	4,392	On Target	
13									
14									
15									

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:

Learning Environment Goals

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

Campus Name: 151 - Howell ES, Natha

Principal: Granados, Monica

Executive Director: Shawn Buchanan

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus volunteer opportunities posted in Voly will increase over last year as measured by the School Profile from		50%	December 2019
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from		65%	January 2020
	Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from		80%	November 2019

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 LEP	Provide physical activity, such as physical activity breaks, outside of planned academic instruction		Teacher(s)	10/10/2019	Local (Basic Allotment)	500	Not Started	
2	Implement restorative practices aligned with campus motto- R.O.A>R to set behavior expectations.			9/26/2019				
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

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:

