

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 154 - Phillips ES, Mary Louise

Principal: Hill, Laura

Executive Director: Xavier Sanchez

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: 95.5
Special Education: 13.5
Dual Language/ESL: 30.1
Gifted and Talented: 7

Career and Technology: 0
Percentage of at-risk students: 73.6
Percentage of English Language (EL) students: 32.8
Percentage of economically disadvantage students: 74

2019-2020 Campus Site-Based Committee

Name	Role
Laura Nicole Hill	Principal
Shelbi Reed	Additional Representative Appointment
MaryEllen Brown	Campus Non-Teacher Professional
Rachel Case	Campus Non-Teacher Professional
Josephine Fowler	Teacher
Gracie Oliver	Teacher
Kristi Miller	Teacher
Stacy Henninge	Teacher
Angel Rodriguez	Parent
Kimberly Martinez	Other
Stephanie Jackson	Community Representative
Kimberly Waiters	District Level Staff
Robert Henry	Business Representative
Benjamin Lange	District Employee Relations Council Representative
Kristin Frank Miller	District Employee Relations Council Representative
Tyler Wright	Community Representative
Jeanine Werberig	Business Representative

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Phillips ES, Mary Louise. 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 72	86 - Met Standard
Domain 2: School Progress 89	
Domain 3: Closing The Gaps 79	

Campus Distinction Designations

Academic Achievement in Mathematics: 0	Postsecondary Readiness: 0
Academic Achievement in Science: 1	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
- 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. Equity, diversity, and balanced demographics in RP classes	1. Trend of low EL numbers in primary PK-K	1. Focus on the consistent implementation of instructional best practices to maximize academic growth with a focus on rigor, engagement, and small group instruction. 2. Utilize data to make informed individualized instructional decisions that address the achievement gap through the PLCs, PDs, and RtI Interventions. 3. Engage parents and the community in a partnership with the campus that involves and educates stakeholders in supporting students' success goals and initiatives.
	2. Special programs offered to serve ESL, LEP, SPED, Dysl., 504, GT, and RtI Tier Intervention Support	2. High mobility rate of students impacts long term planning and is a factor to be overcome in terms of overall student growth	
	3.	3. Student absenteeism and tardies impacts student progress	
Student Achievement	1. Increase in lexile growth across grade levels 2-5	1. An achievement gap exists between sub-populations in areas of reading and math	4.
	2. Implementation of Primary Literacy Intervention across K-1 to address Tier 3		5.
	3. High percentage of growth from grades 3 to 4 and grades 4 to 5	2. Third grade reading and math performance on grade level TEKS & STAAR	
		3. STAAR student achievement scores are an area for continued focus and improvement	
School Culture and Climate	1. Fidelity in implementation of Honorable Character	1. Opportunities remain for staff to extend teaching social-emotional strategies to students with various SEL programs to include PBIS, TBRI, & Morning Meetings	
	2. High percentage of staff retention		
	3. Overall staff contentment and positivity with coworker, students, and parents	2. Data shows a disproportionate amount of discipline incidents in some grade levels 3. Opportunities exist for the establishment of additional culture and climate traditions for students and staff	
Staff Quality/ Professional Development	1. Yearlong calendar development with PD aligned to needs assessment	1. Vertical alignment of TEKS with appropriate grade level rigor	
	2. Weekly PLCs to address student data and instructional practices	2. Campus-wide expectations for grade level writing as determined by vertical alignment	
	3. Teacher-led staff development using teacher input	3. Continue to build the implementation of best practices across grade levels through focusing on a weekly critical factor	
Curriculum, Instruction, and Assessment	1. Consistent use of district progress monitoring program across grade levels	1. Low percentage of CCR students moving up to third grade	
	2. Improvements to RtI documentation and early intervention in both academics and speech	2. Opportunities remain to enhance current small group guided reading practices and materials.	
	3.	3. Interventions are needed for all grade levels Kinder-5th in reading, math, and behavior	

Family and Community Involvement	1.	Increased parent volunteers and reading programs	1.	More consistent Parent Academies with better communication to increase participation
	2.	Increased involvement of campus PTA	2.	Utilize stakeholder surveys to connect families to needed resources available in community
	3.		3.	Enhance social media and website presence to connect with families and community
School Context and Organization	1.	FWAS Program provides a variety of after school options for 3-5 grades	1.	Continue to enhance school to parent communication
	2.	Volunteer programs support district initiatives for literacy	2.	Additional community partnerships would benefit the campus climate and students
	3.		3.	

Academic Excellence Goals

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

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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.	58.33	23.33	16.67	43%	
	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)				45%	

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	Tier 2&3 interventions will be implemented for students grades K-5 using the Leveled Literacy Intervention program.	Purchase additional LLI Kits-Leveled Literacy Intervention kits LLI Professional Development Literacy Tutor/Tutoring to provide support during intervention. BAS tests at BOY, MOY, EOY Progress Monitor at every 4 weeks	Teacher(s)	5/28/2020	Title I	6,000	Not Started	
2 Title I	Teachers will progress monitor students monthly and ensure that students complete two Achieve lessons weekly.	Update and purchase additional technology-Chromecart LevelSet at BOY, MOY and EOY Track lexile data monthly	Teacher(s)	5/28/2020	Title I	10,000	Not Started	
3 Title I	Small group instruction and/or reading conferencing will occur 5 days a week for all students in Reading in grades K-5.	Push in support of Title 1 Teacher Assistant to K-3 classrooms Teacher support through small group reading instruction	Teacher(s)	5/28/2020	Title I	24,000	Not Started	
4 Title I	Professional Learning Communities will review student progress weekly using FWISD assessments and progress monitoring tools, students work samples, the curriculum and TEKS.	Data analyst will analyze campus data tools Administrators will meet weekly with grade levels Instructional practices and target TEKS will be analyzed and adjusted as needed RTI will be documented and updated, as needed	Instructional Leadership	5/28/2020	Title I	57,500	Not Started	
5 Title I	Materials and professional development will be provided to address student needs in the areas of academic achievement and social-emotional growth.	Purchase materials and supplies for campus level professional development led by team leaders and exemplar teaching practices.	Instructional Leadership	2/22/2020	Title I	5,000	Not Started	
6 Title I	Tutoring and Substitutes	Tutoring for grade level TEKS in grades 3-5 Substitutes for STAAR Prep and refocus planning	Teacher(s)	9/12/2019	Title I	4,000	Not Started	
7 CTE	LLI Reading interventions will be as part of Rtl used with Tier 2 and Tier 3 for 3-5 days a week at a minimum	Interventions for Tier 2 and 3 students	Student Support Services	4/1/2020	Local (Basic Allotment)	4,754	Not Started	
8 CTE	Accurately level students reading levels so that small group guided reading lessons are intentionally designed and effective.	Utilize Fountas and Pinnell Benchmark Assessment System to level students	Teacher(s)	4/1/2020	SCE	3,624	Not Started	

9	CTE	Intentionally select books for our campus library that diversify our student selection based on reading level, genre, diversity, and student interest.	Conduct a Library Needs Assessment Ensure that student reading levels, interest, and backgrounds are taken into consideration Select high quality texts that support all students needs	Student Support Services	4/1/2020	Local (Basic Allotment)	3,870	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 in lowest performing student group for all subjects performing at or above Meets Grade Level as measured by STAAR will increase from	12%	25%	EOY
	Percent of third graders have an oral reading score according to BOY MAP. The remaining 3rd graders have foundational skills only.	27%	50%	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 SPED	Our special education teachers will work to provide a diverse range of materials and resources that are intentionally selected to support the unique needs of their students.	Buy materials and resources needed to support successful inclusion within students general education setting. Continue find new materials for the Wellness Room	Student Support Services	1/12/2020	Special Education	5,704	Not Started	
2 CTE	Differentiate materials for our students performing at all levels to include our students that are identified as gifted and talented and in need of enrichment opportunities.	Identify student enrichment needs	Student Support Services	5/29/2020	Gifted & Talented	238	Not Started	
3 Title I	Increase in literacy best practices and targeted instruction including daily writing across all content areas in all grade levels.	PD designed through Region 11 for writing best practices Supplies and materials for best writing practices Pull out planning for data analysis and student conferencing	Teacher(s)	3/9/2020	Title I	2,000	Not Started	
4 LEP	Provide reading and other supplemental materials for our LEP students to support our dual language program and curriculum.	Identify areas of the curriculum that need additional supplemental supports.	Student Support Services		Bilingual	818	Not Started	
5 CTE	Intentionally purchase general supplies that support the use of best practices within classrooms.	General Supplies purchase for instructional use by students and teachers in support of student growth.	Teacher(s)	4/1/2020	Local (Basic Allotment)	15,000	Not Started	
6 CTE	Substitutes will be provided in order to allow teachers the opportunity to assess students, plan effective instructions, and attend professional development for campus initiatives such as LLI, TBRI and others.	Identify assessment and professional development needs Plan and secure for substitutes so that instruction continues within classrooms	Teacher(s)	4/1/2019	Local (Basic Allotment)	2,000	Not Started	
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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

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from	3	5	EOY
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	49%	32%	EOY
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	59%	65%	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	Utilize a robust and well rounded social emotional learning program to improve student achievement in the classroom.	Purchase SEL- TBRI and PBIS materials Implement social emotional learning lessons into Morning Meetings, Guidance/Social Lessons, and Morning Announcements Provide ongoing professional development and behavior support through the campus, district, and Region II	Teacher(s)	5/29/2020	Title I	6,823	Not Started	
2 Title I	Provide parent workshops and activities that engage and align to parent interest and student need.	Survey students and families for needs and interests Utilize Parent Liaison and community resources/stakeholders to hold at least 5 parent academies based on needs/interests	External Stakeholder	3/10/2020	Title I	1,000	Not Started	
3 CTE	Counseling students will support students social-emotional needs as well as provide parent tools and resources.	Counseling Student Services	Student Support Services	4/1/2020	Local (Basic Allotment)	300	Not Started	
4 CTE	Provide lunch duty coverage so that students remain safe and well-monitored during lunches.	Plan lunch duty schedule	Student Support Services	4/1/2020	Local (Basic Allotment)	2,177	Not Started	
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