

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 175 - Washington Heights ES

Principal: Cantu, Mary Jane

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: 96
Special Education: 9.4
Dual Language/ESL: 54.3
Gifted and Talented: 11.8

Career and Technology: 0
Percentage of at-risk students: 85.5
Percentage of English Language (EL) students: 53.4
Percentage of economically disadvantage students: 94.1

2019-2020 Campus Site-Based Committee

Name	Role
Mary Jane Cantu	Principal
Carmen Castillo	Teacher
Nerea de Arana Henley	Teacher
Amanda Saenz	Teacher
Donna Banks	Teacher
Brenda Martinez	Community Representative
Alvia Page	Community Representative
Cynthia Huerta	Business Representative
Cindy Forestier	District Level Staff
Amanda Odutayo	Campus Non-Teacher Professional
Graciela Tellez	Parent
Rodolfo Cordova	Parent
Maria Rodriguez	Parent
Sabrina Kinslow	Business Representative

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Washington Heights ES. 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	78 - Met Standard
Domain 2: School Progress 80	
Domain 3: Closing The Gaps 72	

Campus Distinction Designations

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

Campus Assurances and Certification for the 2019-2020 School Year

I certify acceptance and compliance with all provisions set forth by:

- the Fort Worth ISD School Board;
- the Texas Education Code;
- Title I, Part A; and
- 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. 4th grade has a daily attendance rate of 97%	1. Attendance data reflects that PK has the highest average of students absent per day.	1. Improve core instruction in the areas of literacy, math and science.
	2. Discipline data reflects less than 1% of violent incidents.	2. 39% of incidents reported are from African American students which is disproportionate to the number of students enrolled.	2. Improve communication between staff and community.
	3.		3. Increase student attendance rate.
	4.	3.	4.
	5.	4.	5.
	6.	5.	6.
	7.	6.	7.
	8.	7.	8.
	9.	8.	9.
Student Achievement	1. Achieve lexile growth for mid year demonstrates an average of 109 point growth.	1. 3rd grade first Reading benchmark indicated 11% of students at grade level (meets).	10.
	2. STAAR Relative performance data for school progress was 80 %	2. Fall Science benchmark data reflects 56% of students were not at the approaches level.	11.
	3.	3.	12.
	4.	4.	13.
	5.	5.	14.
	6.	6.	15.
	7.	7.	
	8.	8.	
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School Culture and Climate	1.	84% of teachers indicate on campus survey they are satisfied with their level of involvement in decision making.	1.	31% of teachers indicate on campus survey that they would like additional opportunities to influence what happens within the school.
	2.	64% of teachers indicate on campus survey that discipline is handled effectively by administrators.	2.	
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Staff Quality/ Professional Development	1.	73% of campus academic PLC's/PD opportunities focused on Reading instruction.	1.	44% of classroom teachers have less than 5 years experience.
	2.	100% of 2nd-5th grade teachers participated in data meetings which allowed them to create intervention plans to improve core instruction.	2.	1/17 PLC opportunities was focused on vertical alignment in academic areas.
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Curriculum, Instruction, and Assessment	1.	Leveled library has large selection of books to use for guided reading.	1.	3-5th grade Math benchmark data reflects approximately 40% of students at each grade level are not at the approaches level.
	2.	81% of teachers indicate on campus survey that they have materials needed for instruction.	2.	3-5th grade Reading benchmark data reflects approximately 34-44% of students at each grade level are not at the approaches level.
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Family and Community Involvement	1.	The campus calendar shows evidence that various opportunities for family involvement activities are held at the campus.	1.	Attendance sheets reflect that less than 50% of families are attending events.
	2.	128 volunteers are registered in Voly for the campus.	2.	Voly data reflects that out of 825 hours logged one volunteer has completed 781 hours. All other volunteers combined have 44 hours.
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School Context and Organization

1.	Various programs after school to serve the needs of our students.	1.	Chromebook cart transfer from teacher to teacher needs to be streamlined to allow for full use of technology
2.	Campus wide calendar and weekly bulletin available to staff and updated regularly	2.	CERC concerns reflect a need for clear scheduling for walk in library times.
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Academic Excellence Goals

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

Campus Name: 175 - Washington Heights ES

Principal: Cantu, Mary Jane

Executive Director: Xavier Sanchez

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.	79.49	30.77	12.82		
	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	Student performance will increase through higher understanding of the data analysis and PLC process and will be evidenced via agendas and classroom implementation.	<ol style="list-style-type: none"> 1.Data analyst and teachers will analyze MAP Fluency, Achieve, F&P, Interim and benchmark assessment data to guide instruction and utilize STAAR aligned materials. 2.Librarian and teachers will analyze A.R. data monthly to identify incentives to increase student motivation. 3.Data analyst will support staff in interpreting, analyzing and identifying data trends to formulate plans and identify resources. 4.Students will participate in fall/spring literacy camp to target identified TEKS. 	Teacher(s)	5/22/2020	Title I	71,719		
2 Title I	Student achievement will increase through the effective use and understanding of SGGR and its components and will be evidenced via teacher schedule, lesson plans and classroom implementation.	<ol style="list-style-type: none"> 1. Teachers will conduct SGGR lessons daily. 2. Teachers, admin and data analyst will conduct monthly learning walks to provide teacher feedback and identify needed PLC's. 3. Teachers and data analyst will identify SGGR materials/resources at monthly PLC's 4. Teachers will develop and implement rigorous hands on centers in K-2nd grade classrooms. 5. Staff will attend PD based on needs identified through PLC's, walkthroughs and learning walks. 	Teacher(s)	5/22/2020	Bilingual	968		
3 Title I	Student fluency, stamina and comprehension will increase through the use of daily reading of leveled texts and will be evidenced by library circulation and classroom implementation.	<ol style="list-style-type: none"> 1. Campus administrators will purchase library books in the Fall to ensure students have access to variety of genres and book levels. 	Teacher(s)	5/22/2020	Title I	3,500		
4 Title I	Campus performance will increase through planned activities and identified resources and will be evidenced by STAAR results and stakeholders surveys.	<ol style="list-style-type: none"> 1. Teachers, data analyst, and counselor will participate in planning meetings in June to prepare activities and identify resources to meet identified CNA needs. 	Teacher(s)	5/22/2020	Title I	6,000		

5	SPED	Student achievement will increase through the effective use and understanding of SGGR and its components and will be evidenced via teacher schedule, lesson plans and classroom implementation.	1. Teachers will conduct SGGR lessons daily. 2. Teachers, admin and data analyst will conduct monthly learning walks to provide teacher feedback and identify needed PLC's. 3. Teachers and data analyst will identify SGGR materials/resources at monthly PLC's 4. Teachers will develop and implement rigorous hands on centers in K-2nd grade classrooms. 5. Staff will attend PD based on needs identified through PLC's, walkthroughs and learning walks.	Instructional Leadership	5/22/2020	Special Education	1,214		
6	Title I	Student achievement in literacy will increase through vocabulary development that engages students in actively thinking about word meanings, the relationships among words, and how we can use words in different situations and will be evidence by lesson plans and Achieve and Telpas levels.	1. Teachers will utilize Flocabulary software as part of their instructional resources on a weekly basis to increase student vocabulary.	Teacher(s)	5/22/2020	SCE	2,928		
7	Title I	Student performance will increase through higher understanding of the data analysis and PLC process and will be evidenced via agendas and classroom implementation.	1. Purchase technology to allow access and monitoring of data. 2. Purchase of supplies for data analysis and data walls. 3. Staff will attend PD based on needs identified through PLC's, walkthroughs and learning walks. 4. Purchase shredding services to ensure confidentiality of student data.	Principal	5/22/2020	Local (Basic Allotment)	5,755		
8	Title I	Student achievement will increase through the effective use and understanding of SGGR and its components and will be evidenced via teacher schedule, lesson plans and classroom implementation.	1. Teachers, admin and data analyst will conduct monthly learning walks to provide teacher feedback and identify needed PLC's. 2. Teachers and data analyst will identify SGGR materials/resources at monthly PLC's 3. Teachers will develop and implement rigorous hands on centers in K-2nd grade classrooms. 4. Staff will attend PD based on needs identified through PLC's, walkthroughs and learning walks.	Teacher(s)	5/22/2020	Local (Basic Allotment)	3,500		
9	Title I	Student fluency, stamina and comprehension will increase through the use of daily reading of leveled texts and will be evidenced by library circulation and classroom implementation.	1. Campus administrators will purchase library supplies to ensure students have access to variety of genres and book levels.	Principal	5/22/2020	Local (Basic Allotment)	500		
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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

Campus Name: 175 - Washington Heights ES

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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 at grade level or above in Math will increase from		

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	Student performance will increase through higher understanding of the data analysis and PLC process and will be evidenced via agendas and classroom implementation.	<ol style="list-style-type: none"> 1. Teachers and data analyst will Analyze MAP, interim and benchmark data to guide instruction and utilize STAAR Aligned materials. 2. Students will participate in fall/spring Math camp to target identified TEKS. 3. Data analyst will support staff in interpreting, analyzing and identifying data trends to formulate plans and identify resources 	Teacher(s)	5/22/2020	Title I	1,750		
2 Title I	Student achievement will increase through the effective use and understanding of SGGM and its components and will be evidenced via teacher schedule, lesson plans and classroom implementation.	<ol style="list-style-type: none"> 1. Teachers will conduct SGGM lessons daily. 2. Teachers, admin and data analyst will conduct monthly learning walks to provide teacher feedback and identify needed PLC's. 3. Teachers and data analyst will identify SGGM materials/resources at monthly PLC's 4. Teachers will develop and implement rigorous hands on centers in K-2nd grade classrooms. 5. Staff will attend PD based on needs identified through PLC's, walkthroughs and learning walks. 	Teacher(s)	5/22/2020	Title I	1,000		
3 Title I	Student achievement will increase through effective teaching of problem solving skills as evidence through lesson plans and classroom implementation.	<ol style="list-style-type: none"> 1. Students will journal problem solving strategies, process steps and reflections on learning. 2. Students will utilize STAAR aligned materials to improve problem solving skills. 3. Staff will attend PD based on needs identified through PLC's, walkthroughs and learning walks. 	Principal	5/22/2020	Title I	6,000		
4 Title I	Student achievement will increase through effective teaching of problem solving skills as evidence through lesson plans and classroom implementation.	<ol style="list-style-type: none"> 1. Students will journal problem solving strategies, process steps and reflections on learning. 2. Students will utilize STAAR aligned materials to improve problem solving skills. 3. Staff will attend PD based on needs identified through PLC's, walkthroughs and learning walks. 	Instructional Leadership	5/22/2020	Gifted & Talented	317		

5	SPED	Student achievement will increase through the effective use and understanding of SGGM and its components and will be evidenced via teacher schedule, lesson plans and classroom implementation.	<ol style="list-style-type: none"> 1. Teachers will conduct SGGM lessons daily. 2. Teachers, admin and data analyst will conduct monthly learning walks to provide teacher feedback and identify needed PLC's. 3. Teachers and data analyst will identify SGGM materials/resources at monthly PLC's 4. Teachers will develop and implement rigorous hands on centers in K-2nd grade classrooms. 5. Staff will attend PD based on needs identified through PLC's, walkthroughs and learning walks. 	Instructional Leadership	5/22/2020	Special Education	1,213		
6	Title I	Student performance will increase through higher understanding of the data analysis and PLC process and will be evidenced via agendas and classroom implementation.	<ol style="list-style-type: none"> 1. Purchase supplies for data meetings 2. Purchase STAAR Aligned materials. 3. Purchase materials for fall/spring Math camp to target identified TEKS. 4. Substitutes to cover classrooms as needed for Math camps. 	Principal	5/22/2020	Local (Basic Allotment)	4,000		
7	Title I	Student achievement will increase through the effective use and understanding of SGGM and its components and will be evidenced via teacher schedule, lesson plans and classroom implementation.	<ol style="list-style-type: none"> 1. Teachers will conduct SGGM lessons daily. 2. Teachers, admin and data analyst will conduct monthly learning walks to provide teacher feedback and identify needed PLC's. 3. Teachers and data analyst will identify SGGM materials/resources at monthly PLC's 4. Materials for teachers will develop and implement rigorous hands on centers in K-2nd grade classrooms. 5. Substitutes for staff to attend PD based on needs identified through PLC's, walkthroughs and learning walks. 	Teacher(s)	5/22/2020	Local (Basic Allotment)	3,500		
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Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

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EOY Status:

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