

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 177 - Westcliff ES

Principal: Gillaspie, Sara

Executive Director: Marion Mouton

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: 96.1

Special Education: 7.9

Dual Language/ESL: 36.9

Gifted and Talented: 10.4

Career and Technology: 0

Percentage of at-risk students: 74.4

Percentage of English Language (EL) students: 38.5

Percentage of economically disadvantage students: 72.3

2019-2020 Campus Site-Based Committee

Name	Role
Sara Gillaspie	Principal
Jose Diaz	Additional Representative Appointment
Laura Horne	Teacher
Katie Reed	Teacher
Denise Landeros	Teacher
new	Teacher
Kelly Gandy	Campus Non-Teacher Professional
Berty Magana	District Level Staff
Haley Z	Parent
Delphina Diaz	Parent
Joy Schwartz	Community Representative
Kelly Sorta-Gunn	Community Representative
Jose Diaz	Other
Numair Kozmi	Business Representative
Oropeza	Business Representative

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Westcliff 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 76	83 - Met Standard
Domain 2: School Progress 82	
Domain 3: Closing The Gaps 86	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievemet 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. Westcliff celebrates a diverse student population, 74% Hispanic, 18% White, 5% AA and other with a positive climate.	1. ELL population enters Kindergarten and PK with significant deficits in Kindergarten Readiness, speaking, listening, pre-reading skills,	1. 1 Early Childhood Literacy through Grade Three - We must ensure ALL students by 2nd grade are on or above reading level or identified. Three challenges / possible advantages: New TEKS, New Reading adoption, New Phonics program will create a transition that we must tighten up. AR campus wide program will motivate high reading achievement
	2. Economically Disadvantaged students performed at nearly commensurate levels with the "All Students" group in 4th and 5th reading / math 2018 STAAR.	2. Increased percentage of Economically disadvantaged students at 77% that need support for closing the gap.	2. 2 Writing and GRAMMAR across grade levels aligned with TEKS - with no new textbook adoption for the conventions of language, we must have teachers create high level writers with correct grammar use, by the planning with our Coach Jackman and using PLC planning time and other resources. - Saxon grammar for upper grades may be considered.
	3. Families from the area are seeking transfers TO Westcliff, asking for tours, etc. based on school performance.	3. Enrollment is declining - but could be maintained through transfer approval if possible.	3. 4 Math program alignment for TEKS continuity through PLC work, and schedule Title I planning days to align tight IPC's and interventions with tutoring. Build on the Math Honors program across 3rd - 5th this year, including 6th grade math section.
Student Achievement	1. March Benchmark data for 3rd Grade has already far surpassed last year's STAAR performance in every category, meets, masters by almost 20%. In Reading, 30% are at Masters in March!	1. READING - 3rd grade literacy hit all time low last year in 2018 with only 68% at approaches level. We made double digit gains in 2019, up to 80% Approaches, but we need the 90's.	4. 6 Science instruction with TEKS alignment across grade levels daily. Science STAAR scores have stalemated and range over the past years from the 65% to 85% passing, (last yer 75% MET), and we need to move that up to 90% with a school-wide focus on science, support through Part time guidance of Kerry Renta, materials and using the Outdoor Learning Center.
	2. Over 80% of our 4th grade students met expected progress OR EXCEEDED expected progress in both reading and math.	2. ELL learners and exited monitoring LEP who take take the TELPAS scored terribly low on the Speaking and Listening parts of the test with less than 10% meeting advanced.	5. Bilingual Parent Liaison and the leadership team will build on existing community partnerships to make a more significant impact on student achievement and community engagement. (McKinney involvement expanded, Synagogue partnership expanded, WE Schools.org expanded, Mayor's compassionate service, Live Thankfully, etc. . . with greater student authentic involvement.)
	3. Special education students are outperforming the district and state performance in special ed. STAAR testing and growth	3. 5th Science STAAR last year had only 78% approaches,	
School Culture and Climate	1. The Coaching Model with Trish Jackman has powerfully moved our new teachers into higher performance and students have come along too.	1. Teachers have experienced and expressed their frustration with our RTI progress monitoring and campus wide focus on documentation. We need to refine our practices/ make easier	
	2. The Teaching Trust initiative targeted our third grade team. They have responded as experts and we already see 20% improvement over STAAR 2018	2. We have to strategically roll out the Teaching Trust Campus wide with teacher buy in and maintain a positive culture while increasing intensity with weekly data meetings and IPC writing. DISC assessment and training will create the cultural change needed for data meeting success.	
	3. Students are happy and participate in MANY opportunities for SOCIAL / EMOTIONAL development that supports academics - clubs, competitions, fairs, UIL, etc.	3. Teacher relationships and student relationships are the foundation of a positive culture - feeling meaning and purpose in what they do here. We want to create a more intense focus on our theme for next year and bring people together in honesty and transparency	

Staff Quality/ Professional Development	1.	We have a proven high performing staff, even though they are newer. The culture pushes out low performers	1.	IN depth PLC work on IPC development and Weekly Data Meetings; Coach Jackman and title I funding for subs / resources
	2.	The Teaching Trust initiative targeted our third grade team. They have responded as experts and we already see 20% improvement over STAAR 2018	2.	Rolling out Teaching Trust is our determination and we have a master plan that we are already introducing to staff in April 2019 to deepen the work across campus 2020.
	3.	There may be from 2-3 new teachers this year that are hired dur to a retirement and two possible promotions	3.	Utilize Title I coach Trish Jackman with a written plan to support new teachers, support the Teaching Trust roll out, designing lessons and interventions and lesson feedback . DISC assessment will quickly help them work with the team dynamically.
Curriculum, Instruction, and Assessment	1.	The state has published new TEKS for Literacy and the district will implement a new Literacy adoption, and our campus supplements with Saxon phonics, additional grammar and reading materials.	1.	IPC development across grade levels must be tightly aligned with the new Reading TEKS, and incorporate the new materials. - while increasing TEKS alignment
	2.	ALL teachers utilize small group differentiated instruction in both math and reading daily based on mastery of TEKS, not curriculum assessments.	2.	Need to seek and purchase / integrate more advanced material to support college and career readiness CEIP goals, as well as intervention materials.
	3.	Saxon phonics has been very powerful and the district has purchased Neuhaus - so change is coming	3.	District math materials are in no way aligned to the state standards, forcing teachers to collaboratively seek and / or develop their own materials - as PLC teams locate resources, we will purchase them.
Family and Community Involvement	1.	Family involvement is outstanding for certain activities, with over 200 at our Dads' event and over 175. ALSO, we started a NEW Westcliff Wellness Night that is awesome!!!! PE teacher yay	1.	Families want to feel more integrated into the school community, so we need to offer more bilingual leadership roles and more relationship building opportunities at events. We will use a new app called Legit to help
	2.	Bilingual degreed parent liaison is an asset and has increased parent connections	2.	We may need to hire a new Parent Liaison because ours is needing more pay and is overqualified. We must recruit bilingual and literate applicants
	3.	Community partnerships are flourishing and increasing with Doxology Church, Synagogue, and Arborlawn Church and Academy 4.	3.	Coach Jackman will enhance parent support of academics by developing summer and vacay reading programs

School Context and Organization

1.	Teachers are all accustomed to meeting for PLC meetings biweekly and planning / looking at data together during common plan time. Teams are strong and work together.	1.	Leadership Team will work with the WIT - Westcliff Impact Team to design and roll out the Teaching Trust school improvement design of IPC's, weekly data meetings, culture routines, starting with DISC assessment / training throughout the year.
2.	RP and DLE kids are all mixed in specials classes for socialization, and students participate in extracurricular activities across programs and grade levels - clubs, competitions, student council, etc.	2.	Specials schedules will be re-created to allow us to meet Weekly with PLC's for the weekly data meetings lasting 55 minutes.
3.	Teacher leaders support the functions and decisions of the school in regards to planning and scheduling. . With autonomy and freedom, cultivating leaders is easy and necessary.	3.	PLC's will meet twice after school on Mondays - 3rd week to draft next IPC, 6th week to implement feedback and spar.

Academic Excellence Goals

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

Campus Name: 177 - Westcliff ES

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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.	79.57	59.14	33.33	70%	
	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)				70%	
	Percent of students in grades K-2 reading on or above grade level as measured by Fountas and Pinnell will increase from beginning of year to end of year to 80%				80%	

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	Increase effectiveness of differentiation in small group guided reading to ensure all students make more than a full year's progress in lexile / level by May 31, 2020.	<ol style="list-style-type: none"> 1) Coach Jackman provide targeted guidance to teachers on SGGR levels and differentiation. 2) Principal and Coach will check and support all SGGR plans, give feedback, and monitor progress using AR star and F and P data 3) Use of AR program with fidelity - new roll out this year to ensure correlation between AR and student achievement. 4) Coach will ensure advance learners grow through leveled novels, do weekly target checks with principal and focus on priority teachers and goals 	Instructional Leadership		Title I	30,000	On Target	
2 CTE-SPED	Increase the level of support to ensure SPED students ensure more than a full year's growth in reading, based on IEP goals and grade level standards.	<ol style="list-style-type: none"> 1) Collaboratively create sped inclusion schedule to provide maximum time with support and small group intervention, 2) Provide training to teachers of student with specials needs such as autism, etc and familiarize teachers with IEP's and sped student data / levels in August 3) Provide additional tutoring to sped and RTI students - title 1 4) Involve students who qualify as sped in extracurricular events and clubs to increase self-concepts. 	Student Support Services	4/24/2020	Special Education	3,000	On Target	
3 LEP	Support and monitor LEP students to ensure success on Reading STAAR at a commensurate level with their white counterparts and make growth on TELPAS	<ol style="list-style-type: none"> 1) Title I tutors will push into the classrooms and provide additional SGGR three days a week in STAAR grades. 2) Coach Jackman will provide targeted support to teachers identified using data and document supports 3) Dual language teachers will implement a "Speaking" part of the day into their schedule in which students can speak and listen using TELPAS stems 4) purchase Spanish materials for SGGR / novels 5) Group students for tutoring based on weekly assessments and have students track 	Teacher(s)		Title I	12,000	On Target	

4	Title I	Increase the percentage of students scoring Meets level on STAAR writing by incorporating writing daily as a response to reading and ensure proper use of conventions.	<ul style="list-style-type: none"> 1) Implement the campus wide writing program again this year and increase the campus goal to 25,000 reports written by students over their AR books 2) Buy materials and provide training in fall on the writing program and grammar, such as Saxon, Daily Grams, Easy Grammar 3) During PLC, ensure writing is embedded in content and bring / check together writing samples to calibrate 4) Coach Jackman supports writing across classrooms, checking writing folders and providing training 	Instructional Leadership	1/17/2020	Title I	4,800	On Target
5	Title I	Provide reading motivational opportunities outside the classroom such as UIL, AR Reading program, BOB, Reading Bee	<ul style="list-style-type: none"> 1) Provide AR program at \$6,200 for students in all grades as motivation, and provide party incentives and goal monitoring. 2) Coach BOB team students to read novels and win again in 2020 3) Provide UIL program with oral reading, poetry, etc. for students and compete in May. 	Principal	5/22/2020	Title I	6,200	On Target
6	Title I	Provide additional support to RTI Tier 2 and tier 3 level readers in STAAR grades to ensure 70 reach Meets level and 40% masters level on Reading STAAR	<ul style="list-style-type: none"> 1) Schedule part-time hourly tutors starting only for high need groups in October 2) Schedule and pay part time hourly title I tutors to push into classrooms for intense interventions and after school tutoring 3) document tutorial interventions by title I tutors, and progress monitor student growth. 	Principal	5/15/2020	Title I	30,000	On Target
7	Title I	Provide structured, targeted supports beyond regular curriculum to students reading below grade level who are At-risk	<ul style="list-style-type: none"> 1) Provide materials for motivation in reading such as leveled novel sets and novel unit studies 2) Provide STAAR prep materials for ample exposure to the formatting and rigor and practice 3) Provide materials and supplies for the classrooms that enhance reading levels 	Principal		SCE	3,948	On Target
8	Title I	Provide structured, targeted supports beyond regular curriculum to students reading below grade level who are At-risk, economically disadvantaged	<ul style="list-style-type: none"> 1) Provide materials for motivation in reading and all content areas 2) Provide STAAR prep materials for ample exposure to the formatting and rigor and practice 3) Provide materials and supplies for the classrooms that enhance reading levels 	Principal	5/15/2020	Local (Basic Allotment)	15,000	On Target
9	Title I	Provide after school tutorials for all students not hitting the Meets level and also the masters level on STAAR benchmarks	<ul style="list-style-type: none"> 1) Pay teachers hourly to provided targeted Title I tutorials after school from January - May of 2020 2) Document tutorials provided and progress monitoring with student goal setting 	Principal	5/8/2020	Title I	13,285	On Target
10	Title I	Provide STAAR aligned genres for reading assignments and written reports through the Westcliff Library	<ul style="list-style-type: none"> 1) Purchase appropriate genres for genre studies in 3rd - 5th grade reading and content area research as well 	Principal	3/26/2020	Title I	5,000	On Target
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14								
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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 at grade level or above in Math will increase from	27% Masters	35% masters	
	80% of fourth and fifth grade students will Meet or Exceed progress measure on STAAR Math 2020.	70%	80%	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 SPED	Sped students will score at commensurate levels on math STAAR with their regular education counterparts with 75% approaches standard.	<ol style="list-style-type: none"> 1)SPED students will be serviced in small groups with others who can challenge them as well as in differentiated leveled groups. We can and have pushed sped students to Meets level and MASTERS! 2) provide after school tutoring by sped teachers 3) provide materials at their level to support grade level standards 4) Students set goals and track their own progress weekly on STAAR formatted questions. 	Teacher(s)	5/15/2020	Special Education	554	On Target	
2 Title I	Implement IPC planning days, and weekly data meetings to ensure progress monitoring and interventions in math are making an impact on student performance.	<ol style="list-style-type: none"> 1) provide half day subs for FOUR six weeks to train and support teachers as they write and revise their Instructional planning calendars to ensure TEKS mastery and review - title 1 subs 2) Train teachers at IPC parties on Mondays and coach them 3) Conduct weekly Task Design and Weekly Data Meetings 	Instructional Leadership		Title I	7,500	On Target	THE Westcliff PlanforChange Final (1).docx
3 Title I	Conduct Weekly Data Meetings to monitor student data every week in grades Kindergarten through 5th grade, using the DISC assessment training to enhance team effectiveness	<ol style="list-style-type: none"> 1) Restructure 55 minute planning periods to take Thursdays for WDM 2) Have all staff take DISC assessment in August and have Mr. Womack deliver 4 two hour training sessions on DISC team effectiveness to enhance powerful impact of collaboration 3) Principal facilitate Weekly Data Meetings every Thursday with all grade levels, ending each meeting with DISC reflection 	Principal	1/20/2020	Title I	3,400	On Target	Westcliff Team View.pdf
4 LEP	Ensure LEP students receive Daily speaking and listening opportunities in math and all content areas to improve TELPAS scores across the campus - showing growth from 2019 TELPAS	<ol style="list-style-type: none"> 1) Purchase additional headphones and materials for speaking and listening enhancement and practice 2) review schedules with DLE teachers to ensure they build in Speaking and Listening daily as classroom culture of communication. 	Teacher(s)	5/22/2020	Bilingual	1,579	On Target	
5 Title I	Enrich deeper, more rigorous experiential learning for advanced students through projects and novel studies	Provide extension math activities and competition through the math bee and UIL.	Teacher(s)	5/23/2020	Gifted & Talented	468	On Target	

6	Title I	Provide review and supplemental materials for math scaffolding and interventions for below level learners to ensure students hit the Meets level on STAAR math	1) Purchase Mentoring Minds review books and teacher thinking / TEKS flipcharts 2) Provide project based math work for advanced groups pulling from various Title I resources 3) Provide Title I tutoring for below Meets students as well as below masters students	Principal	4/24/2020	Title I	6,500	On Target	
7	Title I	Ensure differentiation of Math small groups is taking place daily in the classrooms using TEKS aligned material.	Purchase materials that are TEKS aligned, Drops in the Bucket, Measuring Up, etc. Purchase copy paper for teacher developed and to print online resources Purchase additional materials to enhance curriculum and learning	Principal	11/21/2019	Local (Basic Allotment)	3,800	On Target	
8	Title I	PE, Art, and Music teachers create and teach cross-curricular instruction to support content areas through vocabulary and content reinforcement	1) Word of the Day vocabulary exercises in specials 2) Content materials will be provided to enhance the arts and PE instruction that supports content areas 3) Teachers will demonstrate content connections weekly. 4) Specials teachers have access to content teachers' lesson plans in order to align instruction.	Teacher(s)	5/15/2020	Local (Basic Allotment)	2,000	On Target	
9	LEP	Support DLE learners using ELPS content and strategies to increase LEP student achievement to 65% Meets level on the 2020 Math STAAR.	1) Purchase and or PRINT colored visual representations in the classroom 2) Purchase, create, print, laminate colorfully graphic learning stations and anchor charts for powerful visual reinforcements 3) Purchase manipulatives and models appropriate material to give ELL's concrete learning models	Teacher(s)	4/17/2020	Local (Basic Allotment)	7,554	On Target	
10	Title I	Improve the science STAAR scores by connections through math classes and other materials to prepare students for Science STAAR	1) Purchase science materials for the lab so students can practice trials and data collection on real tests 2) Purchase Mentoring Minds or Measuring Up Science prep materials 3) Purchase general supplies that support content connections	Teacher(s)	5/15/2020	Local (Basic Allotment)	3,500	On Target	
11	Title I	Create tightly aligned IPC's to implement carefully planned instruction to increase student mastery of STAAR Math to 85% Meets level on STAAR.	1) Train teachers on writing effective IPC's in August and open with brief modeling using exemplars each six weeks 2) half days are calendared with subs to provide IPC writing time. 3) Feedback on IPC's is given by leadership to improve alignment	Instructional Leadership	9/27/2019			On Target	2019-2020 1st Six Weeks Math IPC and Lesson Plan.docx
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14									
15									

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BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

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