

# Fort Worth Independent School District 2019-2020 Campus Improvement Plan

**Campus Name:** 178 - Westcreek ES

**Principal:** Cortina, Julia

**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: 95.2  
Special Education: 9.5  
Dual Language/ESL: 36.8  
Gifted and Talented: 4.7

Career and Technology: 0  
Percentage of at-risk students: 79.2  
Percentage of English Language (EL) students: 38.7  
Percentage of economically disadvantage students: 88.9

### 2019-2020 Campus Site-Based Committee

Name	Role
Julie Cortina	Principal
Alexandra Deleon	Teacher
Janet Harris	Teacher
Cynita Slater	Teacher
Eric Lopez	Parent
Claudia Villeda	District Employee Relations Council Representative
Felicia Hollie	Community Representative
Eddie Bermea	Business Representative
Rose Moreno	District Level Staff
Crystal Ruffu	Parent
Olga Rodriguez	Parent
Officer Adaboe	Community Representative
Imelda Trevino	Business Representative
Tiffanie Ruffin	Campus Non-Teacher Professional

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Westcreek 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: <b>Student Achievement</b> 57	<b>78 - Met Standard</b>
Domain 2: <b>School Progress</b> 79	
Domain 3: <b>Closing The Gaps</b> 74	

#### 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:

**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.
<b>Demographics</b>	1. We are a diverse campus with 54% Hispanic, 33% African American, 8% white and 5% Asian.	1. Attendance Rate remains low at 94%.	1. Demonstrate alignment of instructional expectations in all grades.
	2. We had 11.7% students identified under GT.	2. 2nd Grade has the highest percentage of at risk students at 93%.	2. Increase student engagement.
	3. 4th Grade has the highest attendance rate at 95.77%	3. Mobility rate is high- In the 2018-2019 school year, we had 134 students withdraw and 135 enroll.	3. Increase relationships between administrators, teachers, students, and parents.
			4. Increase parent awareness to support students academic and social emotional needs.
<b>Student Achievement</b>	1. 2nd Grade had the highest lexile growth at 248.	1. 4th grade had the lowest lexile growth at 88.	5.
	2. We had a 6% gain in 3rd Grade Math.	2. STAAR performance was at 59% which is improvement needed.	
	3. Our AA students had a 19% gain in 4th grade reading at the approaches level, a 20% increase in the meets level, and an 11% increase in the masters level.	3. Overall academic improvement is down from last year.	
<b>School Culture and Climate</b>	1. 90% of parents felt we were doing a good job communicating with them.	1. AA students make up 59% of suspensions but only 33% in enrollment.	
	2. We had at least one campus culture activity each month.	2. PBIS not being used consistently.	
	3.	3.	
<b>Staff Quality/ Professional Development</b>	1. 20 teachers have more than 5 years experience.	1. 21 teachers have less than 5 years experience and 18 have less than 3.	
	2. Teachers had 1/2 day pull-out for common planning.	2. Teachers were focused on getting the planning done instead of collaboration.	
	3. We have an intervention specialist that is working with the counselors to support students.	3. New teacher meetings did not occur this year.	
<b>Curriculum, Instruction, and Assessment</b>	1. CFs allowed teachers more freedom to bring in other resources.	1. Teachers were not used to the freedom and have struggled with what to teach.	
	2. Pull out planning has helped bridge the gap between curriculum and teaching.	2. Because we have so many new teachers, deep content knowledge is lacking.	
	3.	3.	

<b>Family and Community Involvement</b>	1.	We have had more family activities and engagement this year.	1.	The majority of the parents showing up are our hispanic families. We are missing our AA families.
	2.	We have a few faithful parent volunteers.	2.	We need more parents to volunteer.
	3.	We have approximately 20 parents as part of the Concilio program.	3.	All families involved in Concilio are hispanic families.
<b>School Context and Organization</b>	1.	The duty schedule involves everyone on campus. Everyone is greeting or dismissing students.	1.	Clear Expectations need to be communicated and Accountability needs to be tighter.
	2.	Leadership team was developed to include all grade level chairs and support staff.	2.	Master schedule has been tough to keep up with because teachers change their schedules frequently.
	3.	Specials Schedules were developed so that it remains the same every week.	3.	

# Academic Excellence Goals

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

Campus Name: 178 - Westcreek ES

Principal: Cortina, Julia

Executive Director: Hilda Caballero

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.	57.32	31.71	17.07	45	
	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%	

### 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	100% of core content teachers will consistently plan and deliver quality lessons to the rigor of the standards with accountability measures using formative assessments, as seen in lesson plans, walk-throughs and student assessment data.	<ol style="list-style-type: none"> <li>Half day pull-out planning with instructional coach.</li> <li>TEKS are prioritized based on type of TEK using Lead4Ward.</li> <li>IPCs will be created collaboratively with the instructional coaches.</li> <li>100% of classroom teachers will follow the IPCs.</li> <li>100% of walk-throughs will reflect instructional alignment.</li> <li>Hire Data Analyst to help track and analyze data.</li> <li>Provide after school PD centered on delivery of TEKS and centers.</li> <li>Provide supplies for implementation</li> </ol>	Instructional Leadership	5/22/2020	Title I	86,000		
2 Title I	100% of Tier 3 students will receive interventions with LLI. 100% of students will show a minimum of one letter increase each month as seen through LLI running records.	<ol style="list-style-type: none"> <li>Create block schedule for first and second grade to provide an intervention block.</li> <li>Develop schedule for intervention groups. Teachers, assistants, librarian, and coach will have a small group for intervention or enrichment.</li> <li>Meet monthly with instructional coach to review student data and create new groups.</li> </ol>	Instructional Leadership	5/22/2020	Local (Basic Allotment)	5,000		
3 Title I	All students will have access to reading online programs to help increase their reading level by a minimum of one letter increase each month as seen through F&P, AR Star, Achieve and STAAR.	<ol style="list-style-type: none"> <li>Hire computer lab assistant.</li> <li>Create a computer lab schedule for K-5th grade classes.</li> <li>Purchase Education Galaxy for additional reading practice.</li> <li>Communicate expectations to classroom teachers concerning Achieve in the computer lab (handbook).</li> <li>Have Computer Lab assistant turn in what the students worked on while in the computer lab weekly.</li> </ol>	Principal	6/1/2020	Title I	30,000		
4 LEP	Increase the percentage of students who are LEP will increase one proficiency level on TELPAS from 22% to 30%.	<ol style="list-style-type: none"> <li>Give feedback on lesson plans: did the teacher provide the opportunity for the student to listen, speak, read and write in English.</li> <li>We will have TELPAS writing checks for the months of Oct, Dec, and Jan. in which we will compare it to the rubric.</li> </ol>	Instructional Leadership	6/1/2020	Bilingual	1,225		

5	Title I	Provide books and comprehension quizzes of different genres in order for students to grow a minimum of an academic year in reading as seen on AR Star and STAAR for 3rd- 5th.	1. Purchase AR & Star programs to track student comprehension. 2. Have librarian track student progress monthly and share reports with teachers and administrators. MOY- Students, teachers and administrators will check the status of each child for growth. At least 80% of students will meet this goal. 3. Provide incentives for students who reach their goal each six weeks.	Principal	6/1/2020	Local (Basic Allotment)	13,000		
6	LEP	Provide books of different genres in order for students to grow a minimum of an academic year in reading as seen on AR Star and STAAR for 3rd- 5th.	1. Purchase books needed in the library based on student need: bilingual books, chapter books, non-fiction books.	Principal	6/1/2020	Local (Basic Allotment)	999		
7	Title I	Provide books of different genres in order for students to grow a minimum of an academic year in reading as seen on AR Star and STAAR for 3rd- 5th.	1. Purchase books needed in the library based on student need: bilingual books, chapter books, non-fiction books.	Principal	5/31/2019	SCE	4,872		
8					6/1/2020				
9					6/1/2020				
10					6/1/2020				
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: 178 - Westcreek ES

Principal: Cortina, Julia

Executive Director: Hilda Caballero

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	25	50	EOY
	Percent of students at grade level or above in Math will increase from	25	45	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	100% of core content teachers will consistently plan and deliver quality lessons to the rigor of the standards with accountability measures using formative assessments, as seen in lesson plans, walk-throughs and student assessment data.	<ol style="list-style-type: none"> <li>Half day pull-out planning with instructional coach.</li> <li>TEKS are prioritized based on type of TEK--readiness, supporting and frequency using Lead4Ward.</li> <li>IPCs will be created collaboratively with the instructional coaches.</li> <li>100% of classroom teachers will follow the IPCs.</li> <li>100% of walk-throughs will reflect instructional alignment.</li> <li>Provide PD after school centered on delivery of the TEKS and centers.</li> </ol>	Instructional Leadership	6/1/2020	Title I	8,220		
2	100% of our GT students will score at the Masters level as seen on STAAR. 100% of our TP students will score at least at the Met level as seen on STAAR.	<ol style="list-style-type: none"> <li>Provide project base learning opportunities for GT &amp; TP students.</li> <li>Rubrics will be used to grade their projects.</li> <li>Interim assessments will reflect students reaching said level.</li> </ol>	Instructional Leadership	6/1/2020	Gifted & Talented	302		
3 Title I	100% of Tier 3 students will receive intervention through the title 1 assistant & tutor to help support academic growth by pushing in or pulling small groups for a minimum of 3 times a week for 20-30 minutes.	<ol style="list-style-type: none"> <li>Hire a title one assistant.</li> <li>Create schedule for TA.</li> <li>Meet monthly with instructional coach to review student data and regroup students based on need.</li> </ol>	Instructional Leadership	6/1/2020	Title I	26,540		
4 Title I	At least 50% of our families will attend Science night at the Museum of Science and History. We will use a sign in sheet to track our families.	<ol style="list-style-type: none"> <li>Science night will be held on November 12, 2019.</li> <li>Advertise Science Night beginning in mid-October to allow parents to make arrangements to attend.</li> <li>Provide incentive for attendance by class--Movie during lunch time.</li> </ol>	Principal	6/1/2020	Title I	1,000		
5 SPED	100% of our students served under special education will have the resources necessary to meet growth in literacy and math as seen on STAAR.	<ol style="list-style-type: none"> <li>Purchase supplies and resources to support growth.</li> <li>Have special education teachers provide copies of the progress reports to administration every six weeks.</li> </ol>	Principal	6/1/2020	Special Education	4,474		
6				6/1/2020				
7				6/1/2020				
8				6/1/2020				
9				6/1/2020				

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:





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:

