Fort Worth Independent School District

184 Worth Heights Elementary School

2021-2022 Campus Improvement Plan

Mission Statement

Worth Heights Mission Statement

The mission of Worth Heights Elementary is to provide and support rigorous opportunities which result in successful completion of a high quality school experience for all students.

Vision

The vision of Worth Heights is to create a nurturing learning community where excellence is expected of everyone.

Value Statement

At Worth Heights We Believe……

- In being kind, compassionate, and respectful.
- ALL kids deserve to be physically and emotionally safe.

- Everyone should have a voice.
- Learning can and should be fun.

- ALL students deserve high-quality instruction in a way that meets their needs.

- Community and parent partnerships are key.
- In setting goals and achieving them.
- In integrating culture and equitable practices.
- In embracing new challenges.
- ALL STUDENTS MATTER!!

WE ARE BETTER TOGETHER!!!!

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: April 30, 2021

Demographics

Demographics Summary

Worth Heights Elementary is a Pk-5th grade Title 1 campus with an enrollment of 540 students. It is located in the southside of Fort Worth in a tight knit, established community located on I35 between Ripy and Seminary. Worth Heights is a multigenerational campus where families have attended for over the years, with strong family and community ties. WH is currently rezoning their boundary lines which will impact many families coming in and going out.

We employ high quality and talented staff with minimal turnover year to year.

Ethinicity breakdown: 96.2% Hispanic, 2.6% white, and .5% Asian and .2% African American.

At-risk population 95%

Sped 12% with two self contained units (RISE and ECSE)

Dual Language campus

ELL 56%   Mobility 10%

Attendance 96%

Average class size 18 students

Demographics Strengths

Worth Heights has many strenghts some of the many notable strengths in the area of demographics include:

- High quality and talented staff with minimal turnover year to year
- Low student discipline rate
- Strong family and community ties
- High number of Spanish speaking employees
- Top quality customer service
- 100% of staff inidcate Worth Heights has an inviting work environment (per stakeholder surv
- 91% of staff indicate positive staff-leadership relationships

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): In the 20-21 school year attendance has dropped for our Hispanic population from 96% school wide to 93.7 % as of April 2021 per ADQ data reports. **Root Cause:** Inconsistent monitoring and incentivizing during a non traditional school year.

Student Learning

Student Learning Summary

Worth Heights Elementary met standard for 2019 STAAR, received 2 distinctions and a grade of 86-B from TEA. Previously in 2018 WH received all 6 distinctions for STAAR and a grade of A.

Student literacy progress through strong fidelity to monitoring literacy levels grades K-3rd through Fountas and Pinnell assessment every 6 weeks. In addition, Accelerated Reader is used to support student reading motivation and grow independent reading levels. In reading and math STAAR assessments, students grade 3-5 have had a steady increase in scores over the past 5 years.

Student Learning Strengths

Worth Heights has many strenghts some of the many notable strengths in the area of student learning include:

- Strong fidelity to monitoring literacy levels grades K-3rd through Fountas and Pinnell assessment every 6 weeks.
- Data driven planning and intentional PLC processes
- Aligned and targeted instruction
- Continuously building a climate of instrinsically motivated students
- High student participation and engagement

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Current 20-21 4th grade Hispanic male reading students made 1 point growth from fall to winter which was 4.5 points below the projected growth based on 20-21 MOY MAP data. **Root Cause:** The campus hasn't prioritized adapting instruction to meet the literacy needs of our 4th grade Hispanic males.

School Processes & Programs

School Processes & Programs Summary

Worth Heights offers a variety of instructional programs through our special education and gifted and talented services, 504, dyslexia, one way dual language, counseling services, small group interventions. Worth Heights also offers adult lanuguage education on campus.

Through our intentional and targeted planning in PLCs, teachers are aligned to the curriculum, state standards and best practices throughout the content areas. Analyzing data and instructional planning help guide our discussions and lead us into acquiring resources needed for students and teachers to grow in achievement and close gaps.

Our student enrichment programs include; safety patrol, student council, INOK, running and bike club, choir, Ballroom dancing, Optimist Sports, Spelling and Math Bee, Battle of the Books.

Worth Heights offers one to one technology for grades PK-5th. This allows our teachers the ability to assign differentiated assignments and scaffold instruction. It also allows our students to become proficient in their computer literacy and building their content knowledge through computer programs and resources.

Strong safety and operational procedures in place that allow for students and families to feel safe and protect instructional time. Best practices in health procedures to support wellness at the school and at home (Telehealth, Vision van, dental volunteers, etc.)

Restorative practices and training in place for all staff that builds strong relationships and problem solving skills.

School Processes & Programs Strengths

Worth Heights has many strenghts some of the many notable strengths in the area of school processes and programs include:

- Targeted PLCs focused on data and standards alignment
- Technology- smartboards in every classroom, 1 to 1 technology, interactive apps and assessments

- Low teacher attrition which leads to experience, knowledge and consistency
- Professional development that is focused on blended and virtual learning best practices
- Implementation of a detailed and specific COVID plan; instructional, wellness, and safety
- Resources purchased to enhance and ease virtual and in person learning (cordless microphones, tripods for recording, document cameras)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Current 20-21 3rd grade Hispanic male math students made 4 points growth from fall to winter which was 3.5 points below the projected growth based on 20-21 MOY MAP data. **Root Cause:** Lack of foundational math skills due to interruptions in instruction and inconsistent scaffolding.

Perceptions

Perceptions Summary

Worth Heights is a tight knit, established community. Worth Heights is a multigenerational campus where families have attended for over the years, with strong family and community ties. Parent commitment to the school and support of teachers and staff is very high, however due to the percentage of families that struggle financially, parent education and language barrier can sometimes hinder parent invovlement and support directly to the different aspects of the school.

We employ high quality and talented staff with minimal turnover year to year.

Shared pride throughout the building and staff. Collaboration and teamwork are at the heart of all we do and help contribute to a welcoming and safe school environment. Teachers and staff create student centered classrooms that are highly engaging.

  -Staff involvement and participation with activities outside the scope of their primary role is always high.

Programs/Clubs offered at our campus help build a deeper student/family connection and promote attendance and academic achievement.

-Families within the community that no longer have students that attend the campus still come to school events like school carnivals, PTA events, musical programs, etc.

-Strong, top quality customer service to all stakeholders.

-Strong Family Communications Liaison that provides support and coordinates volunteer opportunities.

Perceptions Strengths

Worth Heights has many strenghts some of the many notable strengths in the area of Perceptions are:

- 85% of student feel supported through their relationships with with friends, family, and adults at school.
- 100% of staff inidcate Worth Heights has an inviting work environment (per stakeholder survey)
- 91% of staff indicate positive staff-leadership relationships.
- Strong FCL with connections to community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Worth Heights has a lack of direct parental involvement with only 30 members active in PTA, as well as 0 community partners actively involved. **Root Cause:** Decrease in the outreach and follow through to gain new members and community partners.

Priority Problem Statements

Problem Statement 1: In the 20-21 school year attendance has dropped for our Hispanic population from 96% school wide to 93.7 % as of April 2021 per ADQ data reports.

Root Cause 1: Inconsistent monitoring and incentivizing during a non traditional school year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Current 20-21 4th grade Hispanic male reading students made 1 point growth from fall to winter which was 4.5 points below the projected growth based on 20-21 MOY MAP data.

Root Cause 2: The campus hasn't prioritized adapting instruction to meet the literacy needs of our 4th grade Hispanic males.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Current 20-21 3rd grade Hispanic male math students made 4 points growth from fall to winter which was 3.5 points below the projected growth based on 20-21 MOY MAP data.

Root Cause 3: Lack of foundational math skills due to interruptions in instruction and inconsistent scaffolding.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Worth Heights has a lack of direct parental involvement with only 30 members active in PTA, as well as 0 community partners actively involved.

Root Cause 4: Decrease in the outreach and follow through to gain new members and community partners.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Effective Schools Framework data
- Targeted support Identification data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Revised/Approved: April 30, 2021

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 1: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 87% to 97%% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 86% to 96% by May 2022.

Increase the percentage of ED students or the student group that is most marginalized by instruction on our campus from 86% to 96% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: BOY-MOY-EOY CIRCLE data

Strategy 1 Details	Reviews			
Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 70% to 75% by May 2022. Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 44% to 49% by May 2022. Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus from 40% to 45% by May 2022. **Staff Responsible for Monitoring:** Principal, AP, Data Analyst, PK Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Current 20-21 4th grade Hispanic male reading students made 1 point growth from fall to winter which was 4.5 points below the projected growth based on 20-21 MOY MAP data. **Root Cause**: The campus hasn't prioritized adapting instruction to meet the literacy needs of our 4th grade Hispanic males.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 37% to 50% by May 2022.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 36% to 50% by May 2022.

Increase the percentage of English special education students or the student group that is most marginalized by instruction on our campus from 19 % to 35% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: BOY-MOY-EOY MAP Fluency data

Strategy 1 Details	Reviews			
Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 36% to 40% by May 2022. Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 32% to 37% by May 2022. Increase the percentage of English special education students or the student group that is most marginalized by instruction on our campus from 27 % to 32% by May 2022. **Staff Responsible for Monitoring:** Principal, AP, Data Analyst, Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Title 1 Teacher Assistant - Title I (211) - 211-11-6129-04E-184-30-510-000000-22F10 - $18,310, Culturally relevant and updated library books - Title I (211) - 211-12-6329-04E-184-30-510-000000-22F10 - $6,000				
0% No Progress　　100% Accomplished　　⮕ Continue/Modify　　✕ Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Current 20-21 4th grade Hispanic male reading students made 1 point growth from fall to winter which was 4.5 points below the projected growth based on 20-21 MOY MAP data. **Root Cause**: The campus hasn't prioritized adapting instruction to meet the literacy needs of our 4th grade Hispanic males.

Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 3: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 61% to 75% by May 2022.

Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 39% to 50% by May 2022.

Increase the percentage of English special education students or group that is most marginalized by instruction on our campus from 37% to 40% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: BOY-MOY-EOY MAP Growth data

Strategy 1 Details			Reviews			
Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources.			Formative			Summative
			Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 32% to 40% by May 2022. Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 30% to 35% by May 2022. Increase the percentage of English special education students or group that is most marginalized by instruction on our campus from 16% to 20% by May 2022. **Staff Responsible for Monitoring:** Principal, AP, Data Analyst, Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** General Supplies - Title I (211) - 211-11-6399-04E-184-30-510-000000-22F10 - $14,000 , Data Analyst - Title I (211) - 211-13-6119-04E-184-30-510-000000-22F10 - $75,026						
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Current 20-21 4th grade Hispanic male reading students made 1 point growth from fall to winter which was 4.5 points below the projected growth based on 20-21 MOY MAP data. **Root Cause**: The campus hasn't prioritized adapting instruction to meet the literacy needs of our 4th grade Hispanic males.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 1: Increase the percentage of English PK students who score On Track on Circle Math from 65% to 70% by May 2022.

Increase the percentage of English ED students or the student group that is most marginalized by instruction on our campus from 65% to 70% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: BOY-MOY-EOY CIRCLE data

Strategy 1 Details		Reviews		
Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources.		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the percentage of English PK students who score On Track on Circle Math from 63% to 68% by May 2022. Increase the percentage of English ED students or the student group that is most marginalized by instruction on our campus from 60% to 65% by May 2022. **Staff Responsible for Monitoring:** Principal, AP, Data analyst, PK teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1					
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue					

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Current 20-21 3rd grade Hispanic male math students made 4 points growth from fall to winter which was 3.5 points below the projected growth based on 20-21 MOY MAP data. **Root Cause**: Lack of foundational math skills due to interruptions in instruction and inconsistent scaffolding.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 32% to 70% by May 2022.

Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus from 41% to 70% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: BOY-MOY-EOY TX-KEA data

Strategy 1 Details	Reviews			
Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 9% to 13% by May 2022. Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus from 2% to 7% by May 2022. **Staff Responsible for Monitoring:** Principal, AP, Data analyst, Kinder teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Current 20-21 3rd grade Hispanic male math students made 4 points growth from fall to winter which was 3.5 points below the projected growth based on 20-21 MOY MAP data. **Root Cause**: Lack of foundational math skills due to interruptions in instruction and inconsistent scaffolding.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 52% to 70% by May 2022.

Increase the percentage of special education students or the student group that is most marginalized by instruction on our campus from 34% to 50% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: BOY-MOY-EOY MAP Growth data

Strategy 1 Details	Reviews			
Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 31% to 35% by May 2022. Increase the percentage of special education students or the student group that is most marginalized by instruction on our campus from 20% to 25% by May 2022. **Staff Responsible for Monitoring:** Principal, AP, Data analyst, teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Substitutes - Title I (211) - 211-11-6112-0PD-184-30-510-000000-22F10 - $8,000				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Current 20-21 3rd grade Hispanic male math students made 4 points growth from fall to winter which was 3.5 points below the projected growth based on 20-21 MOY MAP data. **Root Cause**: Lack of foundational math skills due to interruptions in instruction and inconsistent scaffolding.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 1: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 41% to 60% by May 2022.

Increase the percentage of special education students or the student group that is most marginalized by instruction on our campus from 30% to 50% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: 3rd-5th STAAR Reading reports and FWISD benchmark reports

Strategy 1 Details	Reviews			
Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 48% to 55% by May 2022. Increase the percentage of special education students or the student group that is most marginalized by instruction on our campus from 13% to 18% by May 2022. **Staff Responsible for Monitoring:** Principal, AP, data analyst, teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 **Funding Sources:** Reading Materials for the classroom: chapter books, Scholastic News, Dynamath, Accelerated Reader, etc. - Title I (211) - 211-11-6329-04E-184-30-510-000000-22F10 - $15,000				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Current 20-21 4th grade Hispanic male reading students made 1 point growth from fall to winter which was 4.5 points below the projected growth based on 20-21 MOY MAP data. **Root Cause**: The campus hasn't prioritized adapting instruction to meet the literacy needs of our 4th grade Hispanic males.

Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 34% to 60% by May 2022.
Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus from 37% to 50% by May 2022.

    Evaluation Data Sources: 3rd-5th STAAR math reports and FWISD benchmark reports

Strategy 1 Details	Reviews			
Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 50% to 58% by May 2022.
    Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus from 48% to 55% by May 2022.
    Staff Responsible for Monitoring: Principal, AP, data analyst, teachers
    TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
    Problem Statements: School Processes & Programs 1
    Funding Sources: General Supplies - Title I (211) - 211-11-6399-04E-184-30-510-000000-22F10 - $13,714				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Current 20-21 3rd grade Hispanic male math students made 4 points growth from fall to winter which was 3.5 points below the projected growth based on 20-21 MOY MAP data. **Root Cause**: Lack of foundational math skills due to interruptions in instruction and inconsistent scaffolding.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent from 20% to 16% by May 2022.
Decrease the number and percentage of ED students or the student group that is most marginalized by instruction on our campus from 21% to 16% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: ADQ attendance reports, FWISD FOCUS attendance reports, Panorama survey reports

Strategy 1 Details	Reviews			
Strategy 1: Family Communications Liaison and staff will collaborate to provide targeted parent engagement strategies to all families that create a greater sense of belonging and increase awareness on the importance of daily attendance and parent partnerships.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease the number and percentage of students who are chronically absent from 19% to 15% by May 2022. Decrease the number and percentage of ED students or the student group that is most marginalized by instruction on our campus from 19% to 15% by May 2022. **Staff Responsible for Monitoring:** Principal, AP, Counselor, Data analyst, teachers, Clerk, FCL **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: In the 20-21 school year attendance has dropped for our Hispanic population from 96% school wide to 93.7 % as of April 2021 per ADQ data reports. **Root Cause**: Inconsistent monitoring and incentivizing during a non traditional school year.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 2: Increase positive response by students to the learning environment on the Panorama SEL Survey from 63% to 73% by May 2022.
Increase positive response by ELL students or the student group that is most marginalized by instruction on our campus from 61% to 70% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Panorama SEL survey, Counselor feedback

Strategy 1 Details	Reviews			
Strategy 1: Create classrooms that promote culturally responsive learning through equitable access to diverse instructional materials and resources.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase positive response by students to the learning environment on the Panorama SEL Survey from 62% to 67% by May 2022. Increase positive response by ELL students or the student group that is most marginalized by instruction on our campus from 61% to 65% by May 2022. **Staff Responsible for Monitoring:** Principal, AP, Counselor, teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1 **Funding Sources:** Dancing Classrooms North Texas Ballroom Dancing Program - Title I (211) - 211-32-6299-04E-184-30-510-000000-22F10 - $3,400, Materials for classroom; rugs, awards - SCE (199 PIC 24) - 199-11-6399-001-184-24-313-000000- - $5,124				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: In the 20-21 school year attendance has dropped for our Hispanic population from 96% school wide to 93.7 % as of April 2021 per ADQ data reports. **Root Cause**: Inconsistent monitoring and incentivizing during a non traditional school year.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Decrease the number of in and out of school suspensions for ELL students or the student group that is most marginalized on our campus (gender, race, program, other) from 0% to 0% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: ADQ data reports, FOCUS discipline reports

Strategy 1 Details	Reviews			
Strategy 1: Create classrooms that promote culturally responsive learning and increase student engagement through equitable access to diverse instructional materials and resources.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Decrease the number of in and out of school suspensions for ELL students or the student group that is most marginalized on our campus (gender, race, program, other) from 0% to 0% by May 2022. **Staff Responsible for Monitoring:** Principal, AP, Counselor, teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: In the 20-21 school year attendance has dropped for our Hispanic population from 96% school wide to 93.7 % as of April 2021 per ADQ data reports. **Root Cause**: Inconsistent monitoring and incentivizing during a non traditional school year.

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 4: Increase the positive perception of parents on Engagement on the district's Parent Survey from 67% to 75% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: FWISD Parent Survey reports

Strategy 1 Details	Reviews			
Strategy 1: Family Communications Liaison and staff will collaborate to provide targeted parent engagement strategies to all families that create a greater sense of belonging and increase awareness on the importance of daily attendance and parent partnerships.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase the positive perception of parents on Engagement on the district's Parent Survey from 66% to 70% by May 2022. **Staff Responsible for Monitoring:** Principal, AP, Counselor, FCL, teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Perceptions 1 **Funding Sources:** Snacks, drinks - Title I (211) - 211-61-6499-04L-184-30-510-000000-22F10 - $2,756				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Worth Heights has a lack of direct parental involvement with only 30 members active in PTA, as well as 0 community partners actively involved. **Root Cause**: Decrease in the outreach and follow through to gain new members and community partners.

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Andrea Lange	Principal
Classroom Teacher 1		
Non-classroom Professional	Jennifer Nixon	Data Analyst
Classroom Teacher 2		
Classroom Teacher 3		
Administrator	Nelida Puente	Assistant Principal
Classroom Teacher 4		
Business Representative	Dominic Harrison	Business Representative
Community Representative	Laurie Ryan	Community Representative
Professional Non-Teaching Staff		
Parent	Perla Lopez	Parent
Parent	Liliana Soto	Parent
District-level Professional	Karen Freeman	District-level Professional
DLE Lead Teacher Rep	Melissa Ruback	DLE Lead Teacher Rep
Classroom Teacher	Ruth Hernandez	Teacher
Classroom Teacher	Hannah Stovall	Teacher
Community Representative 2		
Classroom Teacher	Aurora Espana	Teacher
Business Representative 1		
Classroom Teacher	Sydney Jones	Teacher
Business Representative 2		
DERC Representative 1	Cynthia Escamilla	Counselor
DERC Representative 2	Katie Hickey	Librarian
Additional Representative (optional)		
Professional District-Level Staff		
Parent 1		
Parent 2		
Parent 3		

Committee Role	Name	Position
Community Representative 1		

Campus Funding Summary

Title I (211)						
Goal	**Objective**	**Strategy**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	2	1	Title 1 Teacher Assistant	Teacher Assistant	211-11-6129-04E-184-30-510-000000-22F10	$18,310.00
1	2	1	Culturally relevant and updated library books	Reading materials for library use	211-12-6329-04E-184-30-510-000000-22F10	$6,000.00
1	3	1	General Supplies	Supplies and materials for instructional use	211-11-6399-04E-184-30-510-000000-22F10	$14,000.00
1	3	1	Data Analyst	Data Analyst	211-13-6119-04E-184-30-510-000000-22F10	$75,026.00
2	3	1	Substitutes	Subs for professional development	211-11-6112-0PD-184-30-510-000000-22F10	$8,000.00
3	1	1	Reading Materials for the classroom: chapter books, Scholastic News, Dynamath, Accelerated Reader, etc.	Reading materials for classroom use	211-11-6329-04E-184-30-510-000000-22F10	$15,000.00
3	2	1	General Supplies	Supplies and materials for instructional use	211-11-6399-04E-184-30-510-000000-22F10	$13,714.00
4	2	1	Dancing Classrooms North Texas Ballroom Dancing Program	Contracted student support services	211-32-6299-04E-184-30-510-000000-22F10	$3,400.00
4	4	1	Snacks, drinks	Snacks for parents to promote participation	211-61-6499-04L-184-30-510-000000-22F10	$2,756.00
					Sub-Total	$156,206.00
					Budgeted Fund Source Amount	$156,206.00
					+/- Difference	$0.00

SCE (199 PIC 24)						
Goal	**Objective**	**Strategy**	**Resources Needed**	**Description**	**Account Code**	**Amount**
4	2	1	Materials for classroom; rugs, awards	Supplies and materials for instructional use	199-11-6399-001-184-24-313-000000-	$5,124.00
					Sub-Total	$5,124.00
					Budgeted Fund Source Amount	$5,124.00
					+/- Difference	$0.00
					Grand Total	$161,330.00