

# **Fort Worth Independent School District**

## **221 Western Hills Primary School**

### **2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

We, the community of Western Hills Primary, are dedicated to providing a positive and warm climate that is conducive to learning by incorporating strong teaching methodology and high expectations into all our students' learning opportunities.

## Vision

Igniting in every child a passion for learning!

## Value Statement

I am Respectful,

Responsible, Safe, and Prepared.

Today I will do more than I have to do,  
I will treat others as I want to be treated,  
and I will try to become a better person.

Excellence is the Only Option!

# Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	6
Priority Problem Statements	7
Comprehensive Needs Assessment Data Documentation	8
Goals	9
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.	10
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.	12
Goal 3: CCMR Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.	15
Goal 4: Learning Environment (based on the BOE constraints) Ensure all students have access to a safe, supportive and culturally responsive learning environment.	17
Title I Personnel	21
Site-Based Decision Making Committee	22
Campus Funding Summary	23

# Comprehensive Needs Assessment

Revised/Approved: April 30, 2021

## Demographics

### Demographics Summary

We have 422 Students

188 Female

234 Male

Of those students 206 are African American, 3 are American Indian, 1 Hawaiian, 23 are White, 174 are Hispanic, and 15 two or more. We have a number of community partners (The Hills Church, Junior League, and Kids Hope).

### Demographics Strengths

We have a diverse population of teachers and staff. We have a large number of staff members that are certified teachers. Only two are currently in an alternative certification program. Our Discipline incidents have gone down significantly. 48% of our students are African American, 41% are Hispanic, and less than 1% is white or other.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** We have a large and diverse population of students and are lacking an incorporation of strategies that meet the needs of the students. 48% of staff said students lack opportunities to learn about people from different races, ethnicities, or cultures, and 68% say they are not confident about having honest conversations with students about race. **Root Cause:** We do not have an equity team on campus to support the teachers' need and desire to implement the strategies.

# Student Learning

## Student Learning Summary

According to MAP 72% of kinder students are performing below GL in math. 69% of first grade students are performing below grade level in math. Pre-k students are performing on target according to CLI.

49% of Dual language students are meeting projections in reading according to MAP.

## Student Learning Strengths

Both Kinder and First grade levels are making progress in all goal performance areas in both math and reading. First grade surpassed the grade level projection of growth from BOY to MOY in math.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** As a campus 26% of students met BOY-MOY growth in math and 31% met BOY-MOY growth in reading, of those students 48% of our dual language students met BOY-MOY growth. **Root Cause:** Western Hills Primary did not prioritize the use of using MAP data to inform tier 1 instruction and professional learning to gain a better understanding of MAP data.

**Problem Statement 2:** In Kinder 17% of the students met their projection in MAP Math and 11% of kinder students met projection in reading. **Root Cause:** Western Hills Primary did not prioritize the use of using MAP data to inform tier 1 instruction and professional learning to build teacher capacity for teachers to increase student achievement. .

# School Processes & Programs

## School Processes & Programs Summary

Dual language Program

Clayton Yes program

PTO

2 Instructional Coaches

Plc bi- weekly meetings

Grade level meetings and appointed Grade level chairs

## School Processes & Programs Strengths

The after school program helps families have the opportunity to work and provides free childcare for students.

Our Instructional coaches help run PLC's and build teacher capacity.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Approximately 50% of our staff expressed a need to have a better understanding of how to implement effective SEL, PBIS, and/or restorative discipline to improve classroom management. **Root Cause:** Western Hills Primary lacked providing professional development to strengthen classroom management strategies with adequate materials to drive student success.

# Perceptions

## Perceptions Summary

The culture of the campus is needing to be repaired. The teachers value our students and work wonderful within teams. The campus is in the middle of a transition and there are many unknowns effecting the ability to feel comfortable. There is a positive shift in thinking developing. The campus leadership is providing more opportunities to hear from all teacher voices.

## Perceptions Strengths

The campus is making efforts to provide for more opportunities for collaboration.

We celebrate teachers and their success.

Teachers suggestions are taken into account and implemented when possible.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Staff feels a reluctance to effectively work and communicate with the leadership team. **Root Cause:** Working relationships have not been fully developed due to a sudden change in campus leadership during the year.

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- Campus goals

## **Student Data: Assessments**

- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Class size averages by grade and subject
- Enrollment trends

## **Employee Data**

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

# Goals

Revised/Approved: September 27, 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 66 % to 80% by May 2022.

Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 96 % to 100% by May 2022.





Increase the percentage of African American students from 56 % to 75% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality of instruction to focus on phonemic awareness through standards aligned planning, lesson delivery, and campus data tracking.</p> <p><b>Strategy's Expected Result/Impact:</b> EOY CLI data will demonstrate a 10% increase both among all students and African American students within the content area of phonemic awareness.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coaches</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6116-0PD-221-30-510-000000-22F10 - \$3,000, - Title I (211) - 211-11-6329-04E-221-30-510-000000-22F10 - \$6,140, - Title I (211) - 211-13-6329-04E-221-30-510-000000-22F10 - \$1,860, Two TA I Positions - Title I (211) - 211-11-6129-04E-221-30-510-000000-22F10 - \$60,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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 1 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 22 % to 40 % by May 2022. Increase the percentage of Kindergarten - Grade 1 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 18 % to 40 % by May 2022. Increase the percentage of African American from 20 % to 50 % by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop that capacity of teachers to improve quality tier 1 instruction in literacy through standards aligned planning, lesson delivery, and campus data tracking.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP data will increase by 15% among all students and subgroups in MAP Fluency.</p> <p><b>Staff Responsible for Monitoring:</b> Principal , Assistant Principal, and Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6329-04E-221-30-510-000000-22F10 - \$6,140</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**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 first grade students who meet or exceed projected growth on MAP Growth Reading in English from 30.8% to 55 % by May 2022.

Increase the percentage of Kindergarten through Grade 1 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 47.9 % to 65 % by May 2022.

Increase the percentage of African American students from 32.9 % to 55 % by May 2022.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop that capacity of teachers to improve quality tier 1 instruction in literacy in the areas of instructional planning and data driven instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP data will increase by 15% among all students and subgroups in MAP Growth reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal , Assistant Principal, and Instructional Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Deepen teacher understanding of culturally responsive teaching practices through development of the equity team.</p> <p><b>Strategy's Expected Result/Impact:</b> MAP Growth scores will increase by 20% by EOY for African American students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal , Assistant Principal, and Instructional Coaches</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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 PK students who score On Track on Circle Math from 85% to 95 % by May 2022.

Increase the percentage of African American students from 83 % to 95 % by May 2022.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improve the quality of instruction to focus on math through standards aligned planning, lesson delivery, and campus data tracking.</p> <p><b>Strategy's Expected Result/Impact:</b> EOY CLI data will demonstrate a 10% increase both among all students and African American students within the content area of math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal , Assistant Principal, and Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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 27 % to 50 % by May 2022.

Increase the percentage of ELL students from 7.3% to 30 % by May 2022.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop the capacity of teachers to improve quality tier 1 instruction in math through culturally responsive instruction, standards aligned planning, lesson delivery, and campus data tracking.</p> <p><b>Strategy's Expected Result/Impact:</b> EOY TxKea data will demonstrate a 20% increase among all students. 30% of the ELL population will be on track according to the EOY TxKea data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coaches</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6399-04E-221-30-510-000000-22F10 - \$8,000, - Title I (211) - 211-13-6399-04E-221-30-510-000000-22F10 - \$2,094</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Deepen teacher understanding of culturally responsive teaching practices.</p> <p><b>Strategy's Expected Result/Impact:</b> 30% of the ELL population will be on track according to the EOY TxKea data.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Instructional Coaches</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**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 1 students who Meet or Exceed projected growth on MAP Growth from 26.4 % to 55 % by May 2022.

Increase the percentage of Hispanic students from 20.7 % to 50 % by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop that capacity of teachers to improve quality tier 1 instruction in math in the areas of instructional planning and data driven instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 50% of students will meet or exceed projected growth on EOY MAP in kinder and 1st grade.</p> <p><b>Staff Responsible for Monitoring:</b> Principal , Assistant Principal, and Instructional Coaches</p> <p><b>Funding Sources:</b> - Title I (211) - 211-11-6116-0PD-221-30-510-000000-22F10 - \$3,000, - Title I (211) - 211-13-6329-04E-221-30-510-000000-22F10 - \$1,860, - Title I (211) - 211-11-6399-04E-221-30-510-000000-22F10 - \$2,000</p>	Formative			Summative
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**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 \_\_\_% to \_\_\_% by May 2022.

Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2022.



**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 \_\_\_% to \_\_\_% by May 2022.  
Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2022.

**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 42 % to 20 % by May 2022.

Decrease the number and percentage of African American students from 50 % to 30% by May 2022.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementation of student attendance team who will ensure students' absences decrease.  <b>Strategy's Expected Result/Impact:</b> Student absences decrease by 5%.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers, and, Parent Engagement specialist,  <b>Funding Sources:</b> Supplies for at risk population - SCE (199 PIC 24) - 199-11-6399-001-221-24-313-000000- - \$3,564, - Title I (211) - 211-11-6499-04E-221-30-510-000000-22F10 - \$6,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement strategies to enhance cultural awareness and equity to promote attendance and parent involvement.  <b>Strategy's Expected Result/Impact:</b> Educate parents of the importance of school and equip them with strategies to help students at home.                      Educate parents in core content areas of literacy, math, and science to give tools with helping students.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Parent engagement Specialist, Teachers, and Counselor.  <b>Funding Sources:</b> - Title I (211) - 211-61-6399-04L-221-30-510-000000-22F10 - \$6,000, - Title I (211) - 211-61-6499-04L-221-30-510-000000-22F10 - \$6,000, - Title I (211) - 211-61-6299-04E-221-30-510-000000-22F10 - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**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 \_\_\_% to \_\_\_% by May 2022.

Increase positive response by African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2022.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pre-K needs a promethean board to properly give SEL lessons.</p> <p><b>Strategy's Expected Result/Impact:</b> Pre-K students will have ongoing Social and Emotional lessons and have needs met everyday.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy - Targeted Support Strategy</b></p> <p><b>Funding Sources:</b> Projector/Promethean board for Pre-K SEL - Title I (211) - 211-11-6398-04E-221-30-510-000000-22F10 - \$5,349</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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 African American students or the student group that is most marginalized on our campus (gender, race, program, other) from \_\_\_ to \_\_\_ by May 2022.

**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 \_\_\_% to \_\_\_% by May 2022. Increase the positive perception of parents of African American students or group that is most marginalized by instruction on our campus (gender, race, program, other) from \_\_\_% to \_\_\_% by May 2022.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Shura Buxton	Title I Teacher		

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher 4	Tammy Bukowski	1st Grade Teacher
Professional Non-Teaching Staff	Vanessa Garcia	Instructional Coach
Community Representative 2	Willie Rankin	
Business Representative 1	Natyra Willis	Cycle 11 Site Director Western Hills Elementary
Professional District-Level Staff	Daniel McNealy	Assistant Principal
Classroom Teacher 2	Rebecca Moone	
Non-classroom Professional	Regina Haley	Assistant Principal
Community Representative	Gabrielle Rancier	
Community Representative 1	Elizabeth Campos	
Non-classroom Professional	Chuck Hayes	Counselor
Non-classroom Professional	Mia Crenshaw	Counselor
Classroom Teacher 1	diane santocono	Teacher

# Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	1	1		Extra duty pay for PD after hours	211-11-6116-0PD-221-30-510-000000-22F10	\$3,000.00
1	1	1		Reading materials for classroom use	211-11-6329-04E-221-30-510-000000-22F10	\$6,140.00
1	1	1		Reading materials for professional development	211-13-6329-04E-221-30-510-000000-22F10	\$1,860.00
1	1	1	Two TA I Positions	Teacher Assistant	211-11-6129-04E-221-30-510-000000-22F10	\$60,000.00
1	2	1		Reading materials for classroom use	211-11-6329-04E-221-30-510-000000-22F10	\$6,140.00
2	2	1		Supplies and materials for instructional use	211-11-6399-04E-221-30-510-000000-22F10	\$8,000.00
2	2	1		Supplies and materials for professional development	211-13-6399-04E-221-30-510-000000-22F10	\$2,094.00
2	3	1		Extra duty pay for PD after hours	211-11-6116-0PD-221-30-510-000000-22F10	\$3,000.00
2	3	1		Reading materials for professional development	211-13-6329-04E-221-30-510-000000-22F10	\$1,860.00
2	3	1		Supplies and materials for instructional use	211-11-6399-04E-221-30-510-000000-22F10	\$2,000.00
4	1	1		Snacks or incentives for students	211-11-6499-04E-221-30-510-000000-22F10	\$6,000.00
4	1	2		Supplies and materials for parental involvement	211-61-6399-04L-221-30-510-000000-22F10	\$6,000.00
4	1	2		Snacks for parents to promote participation	211-61-6499-04L-221-30-510-000000-22F10	\$6,000.00
4	1	2		Family Science Night	211-61-6299-04E-221-30-510-000000-22F10	\$5,000.00
4	2	1	Projector/Promethean board for Pre-K SEL	Equipment	211-11-6398-04E-221-30-510-000000-22F10	\$5,349.00
<b>Sub-Total</b>						\$122,443.00
<b>Budgeted Fund Source Amount</b>						\$122,443.00
<b>+/- Difference</b>						\$0.00



**SCE (199 PIC 24)**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
4	1	1	Supplies for at risk population	Supplies and materials for instructional use	199-11-6399-001-221-24-313-000000-	\$3,564.00
<b>Sub-Total</b>						\$3,564.00
<b>Budgeted Fund Source Amount</b>						\$3,564.00
<b>+/- Difference</b>						\$0.00
<b>Grand Total</b>						\$126,007.00