

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Avery, Anthony

Campus Name: 118 - Peace ES, Hazel Harvey

Executive Director: Eneida Padro

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 2021.

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 2021.

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 2021.

School Profile

Student Enrollment by Program

Attendance Rate: 55

Special Education: 7.8

Dual Language/ESL: 14.5

Gifted and Talented: 8.9

Career and Technology: 0

Percentage of at-risk students: 50.1

Percentage of English Language (EL) students: 15

Percentage of economically disadvantage students: 87

2020-2021 Campus Site-Based Committee

Name	Role
Anthony Avery	Principal
Melonee Harris	Additional Representative Appointment
Misty Hollis	Teacher
Krista Howard Hopkins	Teacher
Yolanda Munson	District Level Staff
Norma Whitaker	Campus Non-Teacher Professional
Tomineka Whitaker	Campus Non-Teacher Professional
Amy Sheffield	Parent
Robert Baker	Parent
Shioban Howard	Parent
Courtney Kersey	Campus Non-Teacher Professional
Erin Primm	Campus Non-Teacher Professional
Sarita Leggett	District Level Staff
Christi Baumhardt	Community Representative

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Peace ES, Hazel Harvey. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2021-2022, 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 60	67 - D
Domain 2: School Progress 66	
Domain 3: Closing The Gaps 68	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement 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 2020-2021 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

No 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 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
Demographics	1. The cultural and ethnic diversity strengthens our focus toward cultural sensitivity.	1. Decrease chronic absences and increase daily attendance percentage/ participation in a virtual or in-person setting,	1. Support academic progress through online resources, additional technology and additional textbooks.
	2. Our campus holds events throughout the year to celebrate different cultures such as the Balck History Program	2. Increase opportunities for community/ parent involvement.	2. Increase parent/ community involvement in school related to supporting learning and social-emotional needs of student .
	3.	3.	3. Provide training, resources and implementation guidance for staff related to academic best practices and effective technology integration.
		4.	4.
Student Achievement	1. Expectations related to school wide student writing have led to school wide literacy progress.	1. Continue to improve instructional practices related to virtual and in-person learning	5.
	2. Grades 3- 5 used specific materials for STAAR preparation.	2. Add and update student technology to support student access in a virtual or in-person setting,	6.
	3. Students have increased access to technology for digital learning.	3. The campus needs to provide STAAR level materials for 2nd through 5th grade.	
School Culture and Climate	1. We celebrate our diversity through family engagement activities.	1. Continued implementation and training related to Restorative Practices to continue to address the need for social-emotional and self-regulation needs.	
	2. Beginning implementation of Restorative Practices has led to improve relationships between students and teachers.	2. The campus will continue using new systems to engage students in social-emotional learning character education.	
	3. The campus has begun using systems to engage students in social-emotional learning character education.	3. The need for a PTA to support teachers and to support the growth of the school.	
Staff Quality/ Professional Development	1. Grade level PLCs for curriculum analysis and student data.	1. More professional development related to best practices in virtual and in-person settings.	
	2. Professional Development has been focused on alignment between the state curriculum, district curriculum and student classwork expectations.	2. Improve PLC and staff meeting practices to increase student achievement.	
	3. Professional development has been provided related to creating and maintaining effective online classrooms.	3. Provide training to teachers related to working with students of poverty and trauma-informed classrooms.	
Curriculum, Instruction, and Assessment	1. Aligned instruction has led to more focus lessons.	1. More aligned resources, technology, and training for hands-on experiential and online learning.	
	2. Teachers use a variety of resources to accumulate the necessary data on student achievement.	2. Increased focus on aligned resources for assessments, and professional development for all staff.	
	3. A deeper understanding of universal screener data.	3. Provide training related to teacher related to data management and the data cycle.	
Family and Community Involvement	1. Schoolwide events promote parental involvement and community participation.	1. Need for school events that educate parents on how to best support the learning of their students and the importance of daily attendance in a virtual or in - person setting,	
	2. Read to Win, Good News Club, and All-Pro Dads are the main opportunities for community volunteers.	2. The need for a PTA to support teachers and to support the growth of the school.	
	3.	3. Need for more community partnerships and involvement in the school.	
	4.		

School Context and Organization

1.	Teachers are involved in planning and decision-making on all levels.	1.	Need for more guidance and training related to online learning.
2.	Administrative and leadership team works with staff to create a collaborative environment.	2.	The need for training and resources related to social-emotional learning and character education to better support the needs of students with disruptive and violent behavior.
3.	Several systems used to improve campus communication.		
		3.	

Academic Excellence Goals

Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 118 - Peace ES, Hazel Harvey

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	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.	--	35.00	--	47%	
	Increase the percentage of 5th-grade students who score at meets grade level or above on STAAR Math from 28% to 40% by May 2021	61	28	12	40%	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	By March of 2021, 75% of students who are scoring below grade level on District MAP Testing will have an opportunity to tutor students virtually or in person.	1) The teacher will use the beginning and middle of the year, academic screeners, to identify struggling students,	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	12/1/2020	Title I	6,500		Targeted tutoring will lead to the measurable growth of the identified students in specific academic areas.
2 Title I	100% of the campus instructional the leadership team and the campus teachers will participate in virtual professional development related to aligned formative assessments and activities that are align to the daily posted objective by December of 2020. Supplemental instructional materials will be purchased to support the campus instructional and effective schools framework goals.	Extra instructional materials and STAAR preparation will be purchased to aid the teachers in meeting the needs of all learners.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	12/1/2020	Title I	9,750		Additional reading materials will provide aligned, high-level resources for teaching materials.
3 Title I	100% of the campus instructional the leadership team and the campus teachers will participate in virtual professional development related to aligned formative assessments and activities that are align to the daily posted objective by December of 2020. Supplemental instructional materials will be purchased to support the campus instructional and effective schools framework goals.	Registration fees will be funded when teachers attend a virtual professional development session	Principal,Assistant Principal	12/18/2020	Title I	250		Additional reading materials will provide aligned, high-level resources for teaching materials.
4 Title I	100% of Teachers will analyze student reading/math data and make instructional adjustments to meet the goal of 40 % of students meeting grade level on campus level assessments and benchmark testing.	The Data Analyst will help guide the analysis and action plans related to current student performance.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	9/28/2020	Title I	65,297		The focus on student achievement data will allow teachers to frequently make an adjustment to instruction based on formative, campus-wide and district level assessments.
5 Title I	100% of teacher will participate in two technology training related to virtual instruction by Oct. 30th. The computer lab assistant will work to assist teachers and campus admin. to provide access to technology.	Teachers will participate in trainings with campus administration and the computer lab assistant three times during the school year to effectively integrate technology into classroom lessons.	Principal	5/3/2021	Title I	25,500		Assisting teachers to effectively integrate instruction will better prepare students to learn in a virtual or blended instructional setting.

6		The instructional leadership team and the campus GT committee will analyze student reading and math data to make instructional adjustments to meet the needs of GT students	Instructional materials and supplies will be purchased based on committee decisions related to GT academic need.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	12/18/2020	Gifted & Talented	187		The goal will be for best practices are used to instruct GT students leading to improved academic outcomes.
7	CTE-SPED	The instructional leadership team and the campus special education team will analyze student reading data and math data to make instructional adjustments to meet the needs of special population students,	Special Education Rosters will be frequently reviewed to properly identify and serve special education students. 4) Instructional materials and supplies will be purchased based on committee decisions related to special ed academic need.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	12/18/2020	Special Education	3,270		The special education team will use performance data of Sped students to make decisions related to needed materials and supplies to aid the success of this specific population.
8	CTE-LEP	The instructional leadership team will analyze student reading and math data to make instructional adjustments to meet the needs of bilingual students	Instructional materials and supplies will be purchased based on committee decisions related to bilingual academic need.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	12/18/2020	Bilingual	98		The language specialist and the instructional leadership team will use performance data of LEP students to make decisions related to needed materials and supplies to aid the success of this specific population.
9	CTE	The instructional leadership team and the language center teacher will analyze student reading data and make instructional adjustments to meet the needs of at-risk students	Instructional materials and supplies will be purchased based on a committee decisions related to at-risk academic need.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	12/18/2020	SCE	2,964		The instructional leadership team will use performance data of all at risk students to make decisions related to needed materials and supplies to aid the success of this specific population.
10		Provide opportunities for teachers to tutor struggling students before and after school.	Tutoring groups will be updated every six weeks based on six weeks tests and universal screener.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	4/30/2021	Local (Basic Allotment)	1,000		Targeted tutoring will lead to the measurable growth of the identified students in specific academic areas.
11		To support the professional development of teachers and staff, substitutes will be provided when teachers attend virtual professional development. .	When a teacher attends a district approved virtual professional development, a qualified substitute will be provided.	Principal	4/30/2021	Local (Basic Allotment)	1,000		Teacher training will enable teachers to use best practices with students and lead to measurable student performance.
12		To support the professional development of teachers and staff, substitutes will be provided when teachers attend virtual professional development. .	Registration fees will be funded when teachers attend a virtual professional development session	Instructional Leadership	4/30/2021	Local (Basic Allotment)	531		Teacher training will enable teachers to use best practices with students and lead to measurable student performance.

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 2020-2021 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 in lowest performing student group for all subjects performing at or above Meets Grade Level as measured by STAAR will increase from	22	35	EOY
	By the end of the 2020-2021 school year, 60% of students will demonstrate mastery on the three-week formative assessment for the PLC focused SEs. The PL	50	85	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	By the end of the 2021 school year, 100% teachers will include formative assessments in there lesson plans and instruction that are aligned to the TEKS and FWISD curriculum which feature high yield instructional strategies.	Additional technology tools will be purchased to help facilitate class and effective learning.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	10/15/2020	Local (Basic Allotment)	1,000		The effective use of formative assessments will lead to measurable student understanding on a daily basis.

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:

Learning Environment Goals

Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Parent organization membership will increase as measured by the School Profile from	0	50 members	Jan. 2021
	PBIS - Disproportionate 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	217 referrals in last year	10% decrease	Jan. 2021
	Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from	417 students enrolled	95% of all enrolled students	May of 2021
	By the end of the 2021 school year, four of the four elements of the campus culture rubric will be present in 90% of classroom observations indicating the consistent implementation of schoolwide	New Goal	90%	May of 2021
	Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from		95	May 2020

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	By the end of the year, the Campus Parent Liaison and the principal will improve parent involvement on campus by beginning a PTA with a minimum of 30 parent members.		Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	12/18/2020	Title I	0		Establishing a PTA will help to create a safe, well supported learning environment.
2 Title I	By the end of the year, the Campus Parent Liaison and the principal will improve parent involvement on campus by beginning a PTA with a minimum of 30 parent members.	Parent Liaison and campus admin will purchase supplies for family engagement events and activities.	Principal,Assistant Principal,Other	2/26/2021	Title I	1,457		Establishing a PTA will help to create a safe, well supported learning environment.
3	By the end of the year, the Campus Parent Liaison and the principal will improve parent involvement on campus by restarting a All Pro Dads Club with a minimum of 30 parent members.	The Parent Liaison will start a membership drive for all pro dads. This will include flyers and printing.	Other	12/18/2020	Title I	100		Establishing a PTA will help to create a safe, well supported learning environment.
4	By the end of the year, the Campus Parent Liaison and the principal will improve parent involvement on campus by restarting a All Pro Dads Club with a minimum of 30 parent members.	By the end of the second 6 weeks, the school will host its first all pro dads event of the year.	Principal,Assistant Principal,Other	10/23/2020	Title I	900		Establishing a PTA will help to create a safe, well supported learning environment.
5	To support the general operation the school uses rented copy machines.	Use paper copies in conjunction with the printed textbooks provided by the district.	Principal,Assistant Principal	5/21/2021	Local (Basic Allotment)	348		

6	To support the general operation of the school, supplies that require maintenance will be repaired using district approved vendors.	School supplies that require maintenance, will be repaired by placing work orders or contacting vendors.	Principal,Assistant Principal	5/21/2021	Local (Basic Allotment)	300		
7	To support the general operation the school, general supplies will be purchased as needed.	When needed teachers and staff request supplies to support instruction and general operations. Those request will be converted into purchase orders	Principal,Assistant Principal,Other	4/23/2021	Local (Basic Allotment)	1,000		
8	By the end of the third six weeks, staff will have the opportunity to receive professional development to support the implementation of research-based effective practices.	Teacher and staff who which to attend professional development must submit approval forms which show the training is aligned to professional, campus or district goals.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	12/25/2020	Local (Basic Allotment)	1,500		
9	To ensure the campus is implementing research-based effective strategies, campus administration will have the opportunity to join professional educator associations.	To ensure the campus is implementing research-based effective strategies, campus administration will have the opportunity to join professional educator associations.	Principal,Assistant Principal	12/25/2020	Local (Basic Allotment)	100		
10	Technology will be used to facilitate character education and social-emotional activities to all students.	Materials and curriculum will be purchase to support the character education initiative.	Instructional Leadership	12/18/2020	Local (Basic Allotment)	500		
11	The campus will increase student access to vital technology needed for a virtual or blended instructional setting.	IPads and Chromebooks will be purchased and distributed to kinder through 2nd-grade classrooms.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	11/27/2020	Title I	15,583		Students will have access to iPads and Chromebooks in lower grade levels. Currently, Chromebooks are only available to 4th and 5th-grade students.

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

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