

# Fort Worth Independent School District 2020-2021 Campus Improvement Plan

**Principal:** Scott, Whitney

**Campus Name:** 125 - Eastern Hills ES

**Executive Director:** Deborah Traylor

## 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: 15

Special Education: 6.7

Dual Language/ESL: 21.7

Gifted and Talented: 4.9

Career and Technology: 0

Percentage of at-risk students: 56.5

Percentage of English Language (EL) students: 22.9

Percentage of economically disadvantage students: 91

### 2020-2021 Campus Site-Based Committee

Name	Role
Whitney Scott	Principal
Charmika May	Other
Anthony Kristopher Smith-Wright	District Employee Relations Council Representative
Paige Paul	Campus Non-Teacher Professional
Minette Sosa	Teacher
Edith Angeles	Teacher
Megan Atkinson	Teacher
Tiffany Parker	Teacher
Shirley Pace	Business Representative
Bill Schwennsen	Business Representative
Debbie Wright	Community Representative
Audrey Burnett	Community Representative
Aleyda Marquez	Parent
Jsohua Stephens	Parent
Tiffany Stephens	Parent

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Eastern Hills ES. 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: <b>Student Achievement</b> 62	<b>68 - D</b>
Domain 2: <b>School Progress</b> 69	
Domain 3: <b>Closing The Gaps</b> 65	

### Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievemnet in English Language Arts/Reading: 1

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. Culturally Diverse Student Population	1. Decrease mobility rate from 40% to 35%	1. The school has a campus-wide program to proactively teach mental health and wellness skills to students. 2. All staff and students are taught, practice, and reinforce behavioral expectations with a common language. 3. Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.
	2. Over 94% attendance for 4th and 5th Grade Students	2. Improve attendance rate for Pre-K - 3rd Grade students from 92% to 94%	
	3.	3. Increase awareness of various cultural groups	
Student Achievement	1. Over 70% of students were on track to reaching their progress goals in literacy and math.	1. Increase the % of on grade level literacy achievement for Pre-K - 5th Grade	4. Systems are in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including their child's college and career preparation and postsecondary success.
	2. Implementation of Literacy Intervention across K-5 to address Tier 3 Reading Levels	2. . System for Immediate during and after school intervention for students not performing on grade level in literacy and math (including students who move in throughout the year)	
	3. School- Wide Data Tracking towards Literacy Progress Goals	3. System for increasing college readiness for students on the meets and masters literacy level	
School Culture and Climate	1. Clear and consistent communication and tracking of academic and progress goals in literacy	1. Increase student voice and recognition in the areas of social emotional learning/behavior and academic progress/achievement	5.
	2. High teacher and staff collaboration on social emotional needs of students, instruction, and academic progress and achievement of students	2. Consistent implementation of social emotional curriculum to educate, equipt, and meet students' needs especially for Tier 2 and Tier 3 Students	
	3. Morning Meetings to develop honorable character traits	3. Ongoing PBIS, social, emotional, and descalation training for staff	
Staff Quality/ Professional Development	1. . Differentiated professional development based on teacher and student need	1. Ongoing PBIS, social, emotional, and descalation training for staff	
	2. Weekly vertical PLCs to address student data and instructional practices	2. Literacy Instruction knowledge and practices for all staff members	
	3. Literacy Instruction knowledge and practices for Kinder - 2nd	3. . Educational Technology Training for all staff members	
Curriculum, Instruction, and Assessment	1. Instructional Planning Calendars designed collaboratively by each grade level using resources to increase understanding of level of student mastery	1. Increase weekly analysis of student work in the area of literacy and math	
	2. Planned common assessments to monitor students' progress	2. During weekly PLCs, continue to plan the standard aligned weekly assessment and model example for student mastery and "how" standards will be taught to ensure mastery of the standard	
	3. Weekly feedback on effectiveness of instructional practices from administration or coaches	3. Increase the percent of students mastering daily objectives as measured by the planned assessments	
Family and Community Involvement	1. . Implementation of Academic Parent Teacher Team for Pre-K - 1st Grade Families	1. Continue to increase comunication and collaboration with parents using positive phone calls, ZOOM, GOOGLE Site, weekly newsletters, Family Dinners, Blackboard, and DOJO	
	2. . Over 3,600 positive phone calls made to families, weekly Newsletters, Family Dinners, and 600 families on DOJO	2. Improve system for partnering with 2nd - 5th grade parents on academic progress and achievement of students	
	3. Family and Community Partnership Manager, Case Manager, and Student Success Coordinator coordinated to bring events,educational oportunities to parents, and increase communication between school and community	3. Increase parents volunteering within the school	

**School Context and Organization**

1.	Faculty and Staff Communication and data tracking through itsLearning and Google Drive	1.	Increase student organizations and student voice in decisions
2.	Diverse staff and representation in decisions	2.	Increase technology access and curriculum for all students
3.	Procedures are reviewed and in place to ensure safety for academic learning	3.	

# Academic Excellence Goals

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

Campus Name: 125 - Eastern Hills ES

Principal: Scott, Whitney

Executive Director: Deborah Traylor

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.	--	44.00	--		
	Literacy - Increase the percentage of 4th and 5th grade students who score at meets grade level or above on STAAR from 36 to 45 by August 2021		44			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	Facilitate and develop a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	Data analyst will lead the following areas: tracking data, monitoring data, and facilitating the PLCs to analyze data	Principal,Data Analyst	6/4/2021	Title I	82,520		To increase the percentage of K-5th grade students reading on grade level to over 45%
2 Title I	Facilitate and develop a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	PLC Data Meetings days to have in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration by utilizing substitutes.	Principal,Assistant Principal,Instructional Leadership,Data Analyst	6/4/2021	Title I	3,250		To increase the percentage of K-5th grade students reading on grade level to over 45%
3 Title I	Facilitate and develop a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	Supplies, and TEKS Aligned Resources, are needed to be purchased to accomplish this task.	Principal	1/4/2021	Title I	5,500		To increase the percentage of K-5th grade students reading on grade level to over 45%
4 Title I	Facilitate and develop a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	Technology Resources need to be purchased to accomplish this task.	Principal	1/4/2021	Title I	7,500		To increase the percentage of K-5th grade students reading on grade level to over 45%
5 Title I	Coordinate and Implement acceleration and interventions to support student progress and growth in literacy	1. Students attending after school or Saturday camps will be identified based on data. 2. Teachers will be selected based on needs and strengths. Teachers will be paid extra duty pay. 3. Dates will be determined as well as the TEKS/ resources that will be utilized.	Assistant Principal,Teacher(s)	6/18/2021	Title I	5,000		To increase the percentage of K-5th grade students reading on grade level to over 45%

6	Title I	Coordinate and Implement acceleration and interventions to support student progress and growth in literacy	1. Teacher Assistant will provide interventions to all students, during and after school, who are not reading on grade level 2. The Teacher Assistant will utilize LLI and other TEKS aligned resources to provide instruction. 3. Teacher Assistant will monitor student data and meet with the teacher biweekly to adjust instruction.	Principal,Instructional Leadership	6/18/2021	Title I	45,000		To increase the percentage of K-5th grade students reading on grade level to over 45%
7	Title I	Coordinate and Implement acceleration and interventions to support student progress and growth in literacy	Provide tutoring support to Special Education Students in the area of literacy.	Assistant Principal,Teacher(s)	6/18/2021	Special Education	3,389		To increase the percentage of K-5th grade students reading on grade level to over 45%
8	Title I	Coordinate and Implement acceleration and interventions to support student progress and growth in literacy	Provide bilingual support to bilingual tutoring support in the area of literacy.	Assistant Principal,Teacher(s)	6/18/2021	Bilingual	666		To increase the percentage of K-5th grade students reading on grade level to over 45%
9	Title I	Coordinate and Implement acceleration and interventions to support student progress and growth in literacy	Supplies will be purchased to accomplish the strategy.	Principal	1/4/2021	Title I	7,500		To increase the percentage of K-5th grade students reading on grade level to over 45%
10	Title I	Coordinate and Implement acceleration and interventions to support student progress and growth in literacy	Technology resources needed to accomplish the task for Teacher Assistants.	Principal	1/4/2021	Title I	4,000		To increase the percentage of K-5th grade students reading on grade level to over 45%
11	Title I	Increase student access to content rich and culturally responsive texts.	Purchase content rich, culturally responsive, library books	Principal	1/1/2021	Title I	15,000		To increase the percentage of K-5th grade students reading on grade level to over 45%
12	Title I	Increase critical thinking projects and experiences for Gifted and Talented Students centered around literacy.	Supplies will need to be purchased to support this event.	Assistant Principal	1/1/2021	Gifted & Talented	230		Increase the percentage of students reaching the masters level or above.
13	Title I	Implement objective driven daily lesson plans with formative assessments	Provide PD on lesson alignment and purchase supplies and materials to support implementation.	Principal	2/1/2020	Local (Basic Allotment)	10,933		To increase the percentage of K-5th grade students reading on grade level to over 45%

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

Campus Name: 125 - Eastern Hills ES

Principal: Scott, Whitney

Executive Director: Deborah Traylor

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students at grade level or above in Math will increase from	36	45	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	Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration during and after-school.	PLC Data Meetings days to have in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.	Principal,Assistant Principal,Instructional Leadership,Data Analyst	6/18/2021	Title I	1,259		Increase the percentage of students on grade level in math to 45% or above.
2 Title I	Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration during and after-school.	1. Students attending after school or Saturday camps will be identified based on data. 2. Teachers will be selected based on needs and strengths. 3. Dates will be determined as well as the TEKS/ resources that will be utilized.	Assistant Principal,Teacher(s)	6/18/2021	Title I	5,000		Increase the percentage of students on grade level in math to 45% or above.
3 Title I	Teacher teams have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration during and after-school.	Supplies, and TEKS aligned resources, will need to be purchased to accomplish this task	Principal	6/18/2021	Title I	5,500		Increase the percentage of students on grade level in math to 45% or above.
4 Title I	Implement objective driven daily lesson plans with formative assessments	Provide PD on lesson alignment and purchase supplies and materials to support implementation.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	1/1/2020	SCE	3,816		Increase the percentage of students on grade level in math to 45% or above.

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

Campus Name: 125 - Eastern Hills ES

Principal: Scott, Whitney

Executive Director: Deborah Traylor

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from	3	4	June 2021
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	89	44	June 2021
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	50%	100%	June 2021

### 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	Increase systems to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including their child's, academic progress towards grade level standards, behavior expectations, and health.	Purchase technology to send out a weekly newsletter, and event information, to parents to inform them about parent and school partnership events.	Principal	12/7/2020	Title I	5,600		Increased, measurable, partnership with parents in communicating, tracking, measuring, and improving student academic progress.
2 Title I	Increase systems to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including their child's, academic progress towards grade level standards, behavior expectations, and health.	Purchase Technology for parents to engage in classes in the parent room.	Principal	12/7/2020	Title I	17,000		Increased, measurable, partnership with parents in communicating, tracking, measuring, and improving student academic progress.
3 Title I	Increase systems to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including their child's, academic progress towards grade level standards, behavior expectations, and health.	Supplies will need to be purchased to accomplish this task.	Principal	12/7/2020	Title I	2,000		Increased, measurable, partnership with parents in communicating, tracking, measuring, and improving student academic progress.
4 Title I	Increase to 100% of the teachers trained in Cultural relevance and trauma informed practices to reduce the number of incident referrals.	Staff Book Study- All staff will read "Culturally Responsive Teaching and the Brain" by Zaretta Hammond (purchase book)	Principal,Assistant Principal,Student Support Services	11/1/2021	Title I	2,100		Decrease the number of duplicate incident referrals by 50%.
5 Title I	Increase to 100% of the teachers trained in Cultural relevance and trauma informed practices to reduce the number of incident referrals.	Staff Book Study - All staff will read "The Whole-Brain Child:12 Revolutionary Strategies to Nurture Your Child's Developing Mind." by Daniel Siegel	Principal,Assistant Principal,Student Support Services	11/1/2021	Title I	653		Decrease the number of duplicate incident referrals by 50%.
6 Title I	Increase the partnership between families and schools to increase knowledge and actions towards student health.	Hold a parent event centered on student health. Supplies will need to be purchased for this event with assistance from Family Communications Liason.	Principal,Teacher (s),Student Support Services	4/1/2021	Title I	11,000		Increase school, and family, knowledge and actions in order to improve student health.

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:
<b>EOY Status:</b>
Principal Evidence:
Leadership Feedback:

