

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Martinez, Amparo

Campus Name: 137 - Hubbard Heights ES
Fort Worth ISD Mission Statement

Executive Director: Ahna Gomez

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: 85

Special Education: 9.4

Dual Language/ESL: 63.5

Gifted and Talented: 3

Career and Technology: 0

Percentage of at-risk students: 84.2

Percentage of English Language (EL) students: 68.5

Percentage of economically disadvantage students: 93.8

2020-2021 Campus Site-Based Committee

| Name | Role |
|-----------------------------|---------------------------------------|
| Amparo Martinez | Principal |
| Felicia Moody | Additional Representative Appointment |
| Daisy Casares | Teacher |
| D Yanhira Cabanas Rodriguez | Teacher |
| Mireya Leyva | Teacher |
| Michelle Alexander | Teacher |
| Alisa Zelaya-Perez | Business Representative |
| Steven Medina | Community Representative |
| Victoria Cruz | Parent |
| Jennifer Medina | Campus Non-Teacher Professional |
| Elisabeth West | District Level Staff |
| Karen Hunter | District Level Staff |
| Ronda Young | Business Representative |
| Steven Medina | Community Representative |

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Hubbard Heights 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: Student Achievement 60 | 67 - D |
| Domain 2: School Progress 67 | |
| Domain 3: Closing The Gaps 66 | |

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievemnt 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 | <ol style="list-style-type: none"> 1. Student attendance (97%). 2. Strong family and community ties. | <ol style="list-style-type: none"> 1. Improve instruction based on data. 2. Improve student attendance in distance learning platform. | <ol style="list-style-type: none"> 1. 1. Emphasize social-emotional learning practices school-wide. 2. 2. Align instructional practices in all grade levels across all content areas to maintain high academic rigor. |
| Student Achievement | <ol style="list-style-type: none"> 1. Discipline concerns do not result in lost time from face to face instruction. 2. Growth of Lexile and MAP RIT levels of students. | <ol style="list-style-type: none"> 1. Increase student performance on TELPAS writing samples. 2. Increase student growth in reading levels. | <ol style="list-style-type: none"> 3. 3. Increase parental awareness of school-wide academic and behavioral supports at the campus. |
| School Culture and Climate | <ol style="list-style-type: none"> 1. Consistent grade level, content planning, and individual conferences. 2. Clear expectations communicated for students, parents, and teachers. 3. Counselor's nurture groups. | <ol style="list-style-type: none"> 1. Continued implementation of Restorative Practices with all students. 2. Continued use of circle and opportunities for students to share their personal stories, feelings, and emotions. | |
| Staff Quality/ Professional Development | <ol style="list-style-type: none"> 1. Recognize and celebrate teachers throughout the year. 2. Teacher-led professional development. 3. Specific needs targeted during PLCs. | <ol style="list-style-type: none"> 1. Opportunities for teachers to learn how to engage students in online learning. 2. Adhere to campus-wide testing strategies. | |
| Curriculum, Instruction, and Assessment | <ol style="list-style-type: none"> 1. Collaborative environment for instruction. 2. Teachers utilizing the resources in Pearson. 3. Monitoring and celebration of MAP. | <ol style="list-style-type: none"> 1. Increase teachers' abilities to access and use Lead4ward strategies. | |
| Family and Community Involvement | <ol style="list-style-type: none"> 1. Continue with implementation of All Pro Dads. 2. Family learning activities and events at the campus. | <ol style="list-style-type: none"> 1. Increase parent participation in the PTO. | |
| School Context and Organization | <ol style="list-style-type: none"> 1. Team building activities for staff and students. 2. Opportunities for parents and community members to engage in learning opportunities outside of the school day. | | |

Academic Excellence Goals

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

Campus Name: 137 - Hubbard Heights ES

Principal: Martinez, Amparo

Executive Director: Ahna Gomez

| 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. | -- | 28.00 | -- | 38 | |
| | Early Literacy- Increase the the number of K-2nd students reading on or above grade level as measured by MAP Fluency will increase from the beginning of the year to the end of the school year. | | 28 | | 35 | EOY |
| | Literacy- Increase the number of students in grade four writing on or above grade level, as measured by the STAAR on-level standard for writing, by June 2021. | | 29 | | 39 | 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 | K-5th grades students will complete MAP Reading and Fluency assessments three times per year to measure reading growth. | Align instructional practices in all grade levels across all content areas to maintain high academic rigor. | Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst | 6/21/2021 | Title I | 3,001 | | Academic Reading growth for all students. |
| 2 Title I | K-5th grades students will complete MAP Reading and Fluency assessments three times per year to measure reading growth. | Teachers will share data during PLCs and MTSS. Every student will track their data. | Teacher(s) | 6/21/2021 | Title I | 3,000 | | Academic Reading growth for all students. |
| 3 Title I | K-5th grades students will complete MAP Reading and Fluency assessments three times per year to measure reading growth. | Teachers will post goals and results for individual students. | Teacher(s) | 6/21/2021 | SCE | 966 | | Academic Reading growth for all students. |
| 4 Title I | K-5th grades students will complete MAP Reading and Fluency assessments three times per year to measure reading growth. | Teachers will identify students for MTSS intervention beginning October 19, 2020. | Teacher(s) | 6/21/2021 | Special Education | 1,800 | | Academic Reading growth for all students. |
| 5 Title I | K-5th grades students will complete MAP Reading and Fluency assessments three times per year to measure reading growth. | Administrator will track data during team meetings and identify professional learning to support teachers. | Principal,Assistant Principal,Instructional Leadership | 6/21/2021 | Title I | 5,000 | | Academic Reading growth for all students. |
| 6 Title I | K-5th grades students will complete MAP Reading and Fluency assessments three times per year to measure reading growth. | Technology (Chrome Books) will be used to enhance instruction and develop digital learning. | Principal,Assistant Principal | 6/21/2021 | Title I | 51,256 | | Academic Reading growth for all students. |
| 7 Title I | Objective driven daily lesson plans with formative assessments. | Align instructional practices in all grade levels across all content areas to maintain high academic rigor. | Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst | 6/21/2021 | Title I | 3,000 | | Clear learning objectives/expectations for students as assessment is aligned to lesson. |
| 8 Title I | Objective driven daily lesson plans with formative assessments. | Teachers will unpack standards to effectively plan lessons and complete the objectives chart. Instructional coaches will provide refresher professional learning throughout the year. | Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst | 6/21/2021 | Title I | 3,000 | | Clear learning objectives/expectations for students as assessment is aligned to lesson. |
| 9 Title I | Objective driven daily lesson plans with formative assessments. | Teachers will plan and prepare literacy instruction as determined from student data analysis. | Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Data Analyst | 6/21/2021 | Title I | 1,500 | | Clear learning objectives/expectations for students as assessment is aligned to lesson. |

| | | | | | | | | | |
|----|---------|--|---|--|-----------|-------------------------|---------|--|---|
| 10 | Title I | Objective driven daily lesson plans with formative assessments. | Reading teachers will meet vertically to review data, identify trends and patterns, and create systems to address challenges. | Teacher(s) | 6/21/2021 | Title I | 2,500 | | Clear learning objectives/expectations for students as assessment is aligned to lesson. |
| 11 | Title I | Utilize campus support staff to support core reading instruction based on ongoing assessments. | Align instructional practices in all grade levels across all content areas to maintain high academic rigor. | Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst | 6/21/2021 | Title I | 5000.00 | | Academic growth for all students. |
| 12 | Title I | Utilize campus support staff to support core reading instruction based on ongoing assessments. | Create tutor schedules base on campus data to support and reinforce reading skills. | Principal,Assistant Principal,Instructional Leadership,Teacher (s),External Stakeholder,Data Analyst | 6/21/2021 | Title I | 7,000 | | Academic growth for all students. |
| 13 | Title I | Utilize campus support staff to support core reading instruction based on ongoing assessments. | Purchase reading material for the library to support reading. | Principal,Assistant Principal,Instructional Leadership | 6/21/2021 | Title I | 10,000 | | Academic growth for all students. |
| 14 | Title I | Utilize campus support staff to support core reading instruction based on ongoing assessments. | Create and monitor a data tracking system. Data analyst will assist teachers in analyzing their data. | Principal,Assistant Principal,Instructional Leadership,Data Analyst | 6/21/2021 | Title I | 72,000 | | Academic growth for all students. |
| 15 | Title I | PK-5 students will participate in a variety of research based Writing Activities. | Data Analyst and Instructional Coaches will assist teachers in analyzing the Writing rubric and data. | Principal,Assistant Principal,Instructional Leadership | 6/21/2021 | Title I | 2,000 | | Writing fluency and accuracy will increase by all students. |
| 16 | Title I | PK-5 students will participate in a variety of research based Writing Activities. | Students will write daily across content areas. | Teacher(s) | 6/21/2021 | Special Education | 200 | | Writing fluency and accuracy will increase by all students. |
| 17 | Title I | PK-5 students will participate in a variety of research based Writing Activities. | Monitoring of student-teacher conferences. | Principal,Assistant Principal | 6/21/2021 | Local (Basic Allotment) | 6,400 | | Writing fluency and accuracy will increase by all students. |
| 18 | Title I | PK-5 students will participate in a variety of research based Writing Activities. | Fourth grade students will participate in one writing camp for the 2020-2021 school year. | Instructional Leadership,Teacher(s) | 6/21/2021 | Local (Basic Allotment) | 6,500 | | Writing fluency and accuracy will increase by all students. |

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: 137 - Hubbard Heights ES

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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 at grade level or above in Math will increase from | 28 | 38 | EOY |
| | Percent of students on or above grade level in Science will increase from 29% Meets to 38% Meets as measured by 2021 Science STAAR. | 29 | 38 | 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 | Teachers will provide students students with opportunities to connect math concepts with real world experiences. | Math lead will collaborate with teachers and instructional coaches to ensure students receive instruction based on best practices research. | | 6/21/2021 | Title I | 1,299 | | Math academic growth for all students. |
| 2 Title I | Teachers will provide students students with opportunities to connect math concepts with real world experiences. | Math teachers will meet vertically to review data, identify trends and patterns, and create systems to address challenges. | | 6/21/2021 | Gifted & Talented | 302 | | Math academic growth for all students. |
| 3 Title I | Teachers will provide students students with opportunities to connect science concepts with real world experiences. | Instructional coaches will collaborate with teachers to engage students in science literacy support. | Teacher(s) | 6/21/2021 | Bilingual | 1,555 | | Science academic growth for all students. |
| 4 Title I | Teachers will provide students students with opportunities to connect science concepts with real world experiences. | Science teachers will meet vertically to review data, identify trends and patterns, and create systems to address challenges. | Teacher(s) | 6/21/2021 | SCE | 3,000 | | Science academic growth for all students. |

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: 137 - Hubbard Heights ES

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| SMART Goals | Campus Needs Goals and Measures (Baselines-X and Targets-Y) | Baseline (BOY) | to Target | by Deadline |
|-------------|---|----------------|-----------|-------------|
| | The number of parents using Parent Portal will increase percentage as measured by the School Profile from | 15 | 20 | June 2021 |
| | PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from | 4 | 2 | June 2021 |
| | Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from | 100 | 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 | Parents will independently access and use the Parent Portal to monitor their student's attendance and grades. | Share the importance of the portal with parents. | Principal,Assistant Principal,Instructional Leadership,Teacher (s),External Stakeholder,Data Analyst | 6/21/2021 | Title I | 11000.00 | | Grades and attendance rates will increase as it is being closely monitored by Leadership team. |
| 2 Title I | Parents will independently access and use the Parent Portal to monitor their student's attendance and grades. | Parent Liaison will remind parents of the portal when interacting with them. | External Stakeholder,Other | 6/21/2021 | Title I | 8,289 | | Grades and attendance rates will increase as it is being closely monitored by Leadership team. |
| 3 Title I | Parents will independently access and use the Parent Portal to monitor their student's attendance and grades. | Social media (Twitter, Facebooks, Teachers' websites) will have a reminder for parents to check student attendance and grades via the portal. | Student Support Services,Other | 6/21/2021 | Local (Basic Allotment) | 100 | | Grades and attendance rates will increase as it is being closely monitored by Leadership team. |
| 4 Title I | Foster a positive learning environment via Restorative Practices and PBIS. | Emphasize social emotional learning practices school wide. | Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Data Analyst | 6/21/2021 | Title I | 200 | | Students will learn self deescalating strategies to implement when needed. |
| 5 Title I | Foster a positive learning environment via Restorative Practices and PBIS. | Implement restorative practices and self-monitoring systems. | Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Data Analyst | 6/21/2021 | Local (Basic Allotment) | 4,500 | | Students will learn self deescalating strategies to implement when needed. |
| 6 Title I | Foster a positive learning environment via Restorative Practices and PBIS. | Conduct virtual (Google) and in-person learning sessions with students. | Instructional Leadership,Teacher(s) | 6/21/2021 | Local (Basic Allotment) | 3,500 | | Students will learn self deescalating strategies to implement when needed. |
| 7 Title I | Foster a positive learning environment via Restorative Practices and PBIS. | Create classroom respect agreements. | Teacher(s) | 6/21/2021 | Local (Basic Allotment) | 3,000 | | Students will learn self deescalating strategies to implement when needed. |

| | | | | | | | | | |
|---|---------|--|--|---|-----------|-------------------|-------|--|--|
| 8 | Title I | Foster a positive learning environment via Restorative Practices and PBIS. | Create and utilize a Student Support Team lead by the counselor. | Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Data Analyst | 6/21/2021 | Special Education | 185 | | Students will learn self deescalating strategies to implement when needed. |
| 9 | Title I | 100% of students will participate in and complete the Fitnessgram | Monitor 3rd-5th grade students to ensure they are being tested. | Teacher(s) | 6/21/2021 | SCE | 2,010 | | Coach will monitor students' health and fitness. |

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:

