

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Granados, Monica

Campus Name: 151 - Howell ES, Natha
Fort Worth ISD Mission Statement

Executive Director: Hilda Caballero

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: 80

Special Education: 6.6

Dual Language/ESL: 65.3

Gifted and Talented: 6.2

Career and Technology: 0

Percentage of at-risk students: 80.4

Percentage of English Language (EL) students: 67.3

Percentage of economically disadvantage students: 95.4

2020-2021 Campus Site-Based Committee

Name	Role
Monica Granados	Principal
Edgar Silguero	Teacher
Abraham Campos	Teacher
Sonya Bowen	Teacher
Delia Hernandez	Teacher
Heather Faaborg	Teacher
Rhea Smarz-Morgan	Campus Non-Teacher Professional
Susan Robinson	Additional Representative Appointment
Jamie Johnson	Parent
Claudia Perez	Parent
Yadira Martinez	District Level Staff
Martha Pozos	Other
Don Cooper	Business Representative
Mariana Garcia	Other

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Howell ES, Natha. 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 71	81 - B
Domain 2: School Progress 82	
Domain 3: Closing The Gaps 78	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement 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	<ol style="list-style-type: none"> 1. % of At Risk Students remains consistent at campus. 2. 48% increase of Identified students in Dyslexia or 504 process. (At Risk/Eco Disd/HIS/ LEP 3. Student Attendance rates increased by 11% from previous year. 	<ol style="list-style-type: none"> 1. Campus has large number of new staff members for the 19-20 school year. 2. Due to Covid-19 amount of % of At Risk students expected to impact 2020-2021 is likely to increase including homeless within community.- Free and Reduced Lunch 3. Overall enrollment decrease with sub groups in sub groups HIS/LEP by 6% 	<ol style="list-style-type: none"> 1. 1. Technology resources and training for teachers and students across grade levels to ensure blended learning is consistent and quality. 2. 2, Increased Literacy exposure and application of reading to learn/comprehension for students in PK-5th 3. 3. Allocation of Professional Development for PK-3rd grade teachers in Literacy/ELA. 4. 4. Master Schedules implemented to maximize learning opportunities with staff within physical classroom and virtually. 5. 5. Content specific PLCs in Literacy and Math
Student Achievement	<ol style="list-style-type: none"> 1. 42% of At Risk Students met exit criteria in mathematics with a 32% increase from 2018. Grade 3 to Grade 4 2. 56% increase in Spanish Literacy Achievement as measured with Meets/Masters Economically Disadvantaged Student Groups/ from 2019 to 2020 3. 18% increase in Meets/Masters English Literacy Achievement in regards to growth for 2019-2020 4th grade students. (January District Benchmarks) 	<ol style="list-style-type: none"> 1. 22.3% decrease in DLE Literacy Performance (Eco Disd/HIS) student groups in 2020. (Meets and Masters) 2. 14% decrease in Meets/Masters Growth per Benchmark Assessments with 5th Grade Math Testers in 2019 3. 22% decrease in 4th Grade Literacy LEP Populations (Meets and Masters) 	
School Culture and Climate	<ol style="list-style-type: none"> 1. 100% of staff from previous year remained at campus- PD and application learning continues 2. Academic Growth mindset amongst grade levels from PK-5th is shared and planned vertically. 3. Parent Surveys with parent workshops indicates 77% participation increase - with parent attendance. 	<ol style="list-style-type: none"> 1. Campus has large number of new staff members for the 19-20 school year and impact on student academics. 2. Staff requires additional training with behavioral strategies/ SEAS program with full inclusion/ or adjusted schedules to ensure all students receive sufficient applied learning opportunity in least restrictive environments. 3. Parents perceive bullying amongst peers increased and procedures to address student well-being is not applied consistently. 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> 1. More than 75% of staff participated in more than 30 hours of PD in content. 2. Opportunities to build teacher leader capacity with PLC and Vertical teams/ instructional schedules increased. 3. Hired staff- with community teacher teams and stake holders utilized to hire highly qualified teachers and job/campus fit inventories. 	<ol style="list-style-type: none"> 1. Full- time Social-Emotional staff/specialist staff not accessible for identified student groups in general ed classrooms 2. Novice staff required additional PD after school/weekends/ one on one coaching and or 1/2 day pull outs increasing subs in classrooms. 3. The campus staff survey indicated mentor/coach/administrator coaching cycle could improve due to time constraints. 	
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> 1. Teachers participated in weekly professional learning communities with campus administration, grade level teams to discuss academic achievement/growth. 2. Utilization of AWARE and MAP to analyze data. 3. TEKS standards and products studied during PLC's with TEA resources/LEAD4ward to measure rigor and student expectations. 	<ol style="list-style-type: none"> 1. On-line technology for each students per Covid 19 is a necessity for academic gains based on economically disadvantaged percentages. 2. Chromebook devices need for students in each grade level. 3. Novice staff continue to evolve with data planning implemented to deliver targeted re-teach routines per ALL in ONE Learning PD. 	

Family and Community Involvement	1.	Parent Workshop participation increased by 87% from previous year.	1.	HIS/LEP parents continue to struggle with morning event workshops or academic nights.
	2.	Parent communication/ social media and newsletters increased by 65% from previous year.	2.	Facebook and twitter social media workshps for families demonstrates need- technology workshops
	3.	The campus and/or to PTO sponsors several events throughout the school year to involve the parents and community	3.	After School Workshop themes require a needs survey for 2020-2021
School Context and Organization	1.	Multiple services and programs are utilized to ensure the academic success of all students	1.	Campus staff members report difficulties in implementing effective behavioral and social/emotional intervention strategies for identified sub groups/SEAS
	2.	A daily schedule created amongst staff to maximizes learning PLC and enrichment	2.	Maximized teaching in general ed classrooms with disruptions impacts reteach or guided lessons.
	3.	Technology is integrated into daily lessons and parent communication	3.	Staffing with specialized content teachers continues to be a need.

Academic Excellence Goals

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

Campus Name: 151 - Howell ES, Natha

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Executive Director: Hilda Caballero

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.	--	45.00	--		
	Early Literacy-Increase the percentage of early childhood reading proficiency at grade level by 10% in K-2nd for the 2020-2021 academic year.	20	50	30		EOY
	Literacy-Increase DLE/LEP group percentage of students that score meets or above in 4th and 5th grade on STAAR Reading by 10% from 2019..	35	40	25		
	Math- increase math achievement for 5th grade students to meets and or above by 10% from 2019 academic year.	35	40	25		

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 LEP	Backwards Planning strategies with formative and summative assessments to progress monitor student mastery during Tier 1 instruction for ESL/ Regular Programs and Dual Language learners.	Fund targeted professional development time for core content teachers in 3rd-5th and Literacy for PK-2nd- substitutes	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	5/27/2021	Local (Basic Allotment)	1,660	On Target	Formal and informal assessment data drive lesson design. Virtual lessons are designed using blended learning best practices to provide high-quality and rigorous learning opportunities
2 LEP	Backwards Planning strategies with formative and summative assessments to progress monitor student mastery during Tier 1 instruction for ESL/ Regular Programs and Dual Language learners.	Standards-aligned, culturally relevant, linguistically accommodating, and appropriately challenging instructional materials are funded for purchase	Principal,Instructional Leadership,Student Support Services	10/23/2020	Local (Basic Allotment)	2,090	On Target	Formal and informal assessment data drive lesson design. Virtual lessons are designed using blended learning best practices to provide high-quality and rigorous learning opportunities
3 LEP	Backwards Planning strategies with formative and summative assessments to progress monitor student mastery during Tier 1 instruction for ESL/ Regular Programs and Dual Language learners.	Extra support/teaching to support lesson delivery/re-teach using the FWISD Lesson structure which includes a standards-based learning target, activation of learning, modeling, guided practice, independent practice and closure.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	10/23/2020	Title I	6,782	On Target	Formal and informal assessment data drive lesson design. Virtual lessons are designed using blended learning best practices to provide high-quality and rigorous learning opportunities
4 LEP	Backwards Planning strategies with formative and summative assessments to progress monitor student mastery during Tier 1 instruction for ESL/ Regular Programs and Dual Language learners.	Purchased materials and extra support resources for sped populations	Principal,Assistant Principal,Teacher (s),Other		Special Education	1,864	On Target	Formal and informal assessment data drive lesson design. Virtual lessons are designed using blended learning best practices to provide high-quality and rigorous learning opportunities

5	LEP	Backwards Planning strategies with formative and summative assessments to progress monitor student mastery during Tier 1 instruction for ESL/ Regular Programs and Dual Language learners.	Standards-aligned, and accommodating, and appropriately challenging to support technology and distance learning funded for purchase	Principal,Assistant Principal,Instructional Leadership,Teacher(s)		Title I	10,500	On Target	Formal and informal assessment data drive lesson design. Virtual lessons are designed using blended learning best practices to provide high-quality and rigorous learning opportunities
6	LEP	Increase tier 1 reading strategies to develop a research-based plan that will include the fundamental 4 reading components.	Provide additional small group instruction for LEP/HIS students and Eco Disd students in language of instruction/TELPAS with an interventionist	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Other,Data Analyst	6/20/2021	Title I	8,250	On Target	Students will think critically and synthesize information from multiple sources
7	LEP	Increase tier 1 reading strategies to develop a research-based plan that will include the fundamental 4 reading components.	Fund research-based supplies supporting high yield instructional strategies such as close reading practices to help students learn and embed higher order thinking	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	11/6/2020	SCE	3,576	Not Started	Students will think critically and synthesize information from multiple sources
8	LEP	Increase tier 1 reading strategies to develop a research-based plan that will include the fundamental 4 reading components.	Teachers create learning objective(s), lesson plans and assessments aligned to the depth and complexity the TEKS, ELPS and FWISD Curriculum that is culturally responsive and supplies necessary to meet this goal	Principal,Assistant Principal,Instructional Leadership,Student Support Services,Other	10/9/2020	Bilingual	1,100	On Target	Students will think critically and synthesize information from multiple sources
9	LEP	Increase tier 1 reading strategies to develop a research-based plan that will include the fundamental 4 reading components.	Materials purchased for GT instruction to engage students in collaborative and meaningful learning to challenge students.	Teacher(s),Other	10/16/2020	Gifted & Talented	230	On Target	Students will think critically and synthesize information from multiple sources
10	LEP	Increase tier 1 reading strategies to develop a research-based plan that will include the fundamental 4 reading components.	Purchase and replenish reading material that is culturally enriched and genre driven to support novel studies	Principal,Other		Title I	2,300	Not Started	Students will think critically and synthesize information from multiple sources
11	CTE-LEP	Application of Marzano's Nine high yield strategies with direct and explicit instruction models for cross content learners.	Funded teacher interactions resources to use amongst student through questioning and collaborating/ cooperative learning techniques/materials for literacy	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Other,Data Analyst	10/15/2020	Title I	2,706	On Target	Students will create graphic organizers to visualize learning standards/concepts, engage in cooperative learning, and articulate thinking.
12	CTE-LEP	Application of Marzano's Nine high yield strategies with direct and explicit instruction models for cross content learners.	Modeling and purchasing materials to support examples and non examples with concepts and skills.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	10/9/2020	Local (Basic Allotment)	2,250	On Target	Students will create graphic organizers to visualize learning standards/concepts, engage in cooperative learning, and articulate thinking.
13	CTE-LEP	Application of Marzano's Nine high yield strategies with direct and explicit instruction models for cross content learners.	Purchase Marzano's resources for book study/PLC and application for teachers	Principal,Assistant Principal,Other	10/2/2020	Title I	2,200	Above Target	Students will create graphic organizers to visualize learning standards/concepts, engage in cooperative learning, and articulate thinking.

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	10	35	EOY
	Increase student achievement and growth as measured by math, reading and science STAAR through content specific professional development application vi	10	35	
	Increase student lexile growth for each student by 200 points or more as measured by baseline data to make a 15% gain reading proficiency with post EOY	10	45	
	Increase student engagement as applied to mastery of standards through distance learning strategies and instructional platforms with synchronous and ays			

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 data literacy to improve instructional practices specifically focusing on priority groups	Stemscoaches coaching Instructional coach- Literacy and Math with lead teachers PD/PLC	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	10/30/2020	Title I	4,500	On Target	Student achievement increase in math, reading, and science
2 Title I	Increase data literacy to improve instructional practices specifically focusing on priority groups	Fund data analyst position to provide data review and reports/PD for teachers	Principal,Teacher(s)	8/7/2020	Title I	79,000	On Target	Student achievement increase in math, reading, and science
3 LEP	Improve PLC practices in order to increase student achievement for economically disadvantaged groups	Allocate funding for Renaissance Place and Achieve 3000 5th grade	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Other,Data Analyst		Title I	11,964	On Target	Benchmark data are used to analyze learning by standard and to identify individual students needs for intervention and/or enrichment to improve overall achievement and growth
4 LEP	Improve PLC practices in order to increase student achievement for economically disadvantaged groups	Planning takes place during regularly scheduled PLCs with materials funded to support the learning process application.	Principal,Assistant Principal,Teacher (s),Other,Data Analyst		Title I	3,200	On Target	Benchmark data are used to analyze learning by standard and to identify individual students needs for intervention and/or enrichment to improve overall achievement and growth
5 CTE-LEP	Distance Learning planning and specific virtual instruction PD for teachers	NISE/Science PD and Virtual Learning webinars for novice staff.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Other,Data Analyst	10/30/2020	Title I	4,500	On Target	Virtual Learning and student engagement increase with daily student to teacher interaction, peer to peer, and student self efficacy
6 CTE-LEP	Distance Learning planning and specific virtual instruction PD for teachers	Teachers work together to design engaging, rigorous lessons that use the FWISD Lesson Structure as a model	Instructional Leadership,Teacher(s)	11/6/2020	Title I	2,500		Virtual Learning and student engagement increase with daily student to teacher interaction, peer to peer, and student self efficacy

7	Title I	Improve data visuals for teachers to reference areas of need and or strength to individualize accelerated instruction and approach	Teachers collaboratively analyze assessment results to determine individual and campus trends.	Principal,Assistant Principal,Teacher(s)	10/23/2020	Title I	1,500	On Target	Data driven planning and student outcomes
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: 151 - Howell ES, Natha

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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	2	5	June 2021
	PBIS - Disproportionate 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	15%	10%	June 2021
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	70%	80%	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	Parent Workshops designed to both educate and also inspire parents to more effectively support their children's success in school	Create targeted specific groups of parents or all parents and students onsite or virtually. Targeted to specific socio-emotional or academic needs.	Principal,Other	6/4/2021	Local (Basic Allotment)	1,100	On Target	increased school attendance, participation in supplemental programs, SEL, academic and social goal-setting or STAAR/ Foundational skills/ norm test support
2 Title I	Parent Workshops designed to both educate and also inspire parents to more effectively support their children's success in school	Purchase materials for parents to increase reading literacy and research based approaches		2/19/2021	Local (Basic Allotment)	1,000	Not Started	increased school attendance, participation in supplemental programs, SEL, academic and social goal-setting or STAAR/ Foundational skills/ norm test support
3 Title I	Provide SEL/ Social and Emotional PD for teachers and staff.	Regional SVC PD allocated and funded to work with teachers 2-3 times in school year.	Principal,Assistant Principal,Teacher (s),Other	2/26/2021	Title I	1,200	On Target	Increase in social and emotional awareness and strategies to support need and healthy development.

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:

