

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

**Principal:** Hill, Laura

**Campus Name:** 154 - Phillips ES, Mary Louise  
**Fort Worth ISD Mission Statement**

**Executive Director:** Todd Koppes

*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: 70

Special Education: 14.6

Dual Language/ESL: 29.9

Gifted and Talented: 6.9

Career and Technology: 0

Percentage of at-risk students: 62.8

Percentage of English Language (EL) students: 32.4

Percentage of economically disadvantage students: 87.7

## 2020-2021 Campus Site-Based Committee

Name	Role
Laura Nicole Hill	Principal
Shelbi Reed	Additional Representative Apoinment
Emily Ryan	Campus Non-Teacher Professional
Stacy Henninge	Campus Non-Teacher Professional
Sheri Robken	Campus Non-Teacher Professional
Josefine Fowler	Teacher
Kristi Miller	Teacher
Jeanine Weinberg	Business Representative
Stephanie Jackson	Community Representative
Naqiyah Hodges	District Employee Relations Council Representative
Gracie Oliver	Teacher
Kyle Channell	Teacher
Kerry Boatright	Parent
Kathy Hobbs	Parent

## Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Phillips ES, Mary Louise. 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> 67	73 - C
Domain 2: <b>School Progress</b> 74	
Domain 3: <b>Closing The Gaps</b> 71	

### Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 1

Academic Achievemet 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. Balanced Demographics in our RP Program.	1. We have a high mobility rate which is factor that we are mindful of when planning for student academic growth and performance.	1. 1. Redesign of RtI and PLC process with a focus on defining Tier 2/3 interventions, implementations, and documentation in Branching Minds and Grade Level Data Sheets.
	2. Specialized student services that provide support in the areas of RTI, 504, Sped, GT, Dyslexia, and RtI Intervention	2. High student absence and tardies.	2. 2. SEL focus on Boystown and PBIS in addition to the implementation of new MLP RtI Behavior & Discipline Plan and Expectations.
	3.	3. Student participation and growth shown during covid and its impact on student growth.	3. 3. Focus on consistent understanding and application of new Roadrunner Standard, Environmental Checklist, and Handbook.
	4.		4. 4. Increase family, student, and staff involvement and engagement at special events and activities.
Student Achievement	1. LLI Reading Intervention implemented for students Kinder-5th grade for Tier 2 and 3 students.	1. Significant gaps in student achievement and growth due to the Covid 19 campus shutdown.	5. 5 Focus on rigor, alignment, and quality stations/centers and small group instruction.
	2. Increase in 3rd and 4th grade reading scores.	2. Focus on improvement in student achievement, domain 1.	
	3.	3. Increase focus on math scores in 4th and 5th grade.	
	4.		
School Culture and Climate	1. Strengthening of SEL program with new PBIS RACE common expectations.	1. Focus on decreasing severe behavior concerns and discipline referrals	
	2. Boystown implementation campuswide.	2. Increase consistent use of behavior intervention through goals, interventions, and behavior plans.	
	3. Updated, clearly defined, procedures and expectations, and handbook for all faculty and staff.	3. Focus on consistent understanding and application of new MLP Procedures/Expectations, Environmental Checklist, and Handbook	
	4.	4.	
Staff Quality/ Professional Development	1. Weekly PLCs, with biweekly double PLCs to analyze data and plan instruction.	1. Continued PD for guided reading and stations through Jan Richardson	
	2. BOY planning of yearlong PD schedule and agenda based on CAN.	2. Focused student of cooperative learning strategies and methods through Kagan and Lead4ward.	
	3.	3. SEL Focus- Boystown and PBIS.	
	4.		
Curriculum, Instruction, and Assessment	1. Consistent use of the curriculum and curriculum guides in team plannings to align lessons in content and rigor.	1. Selection and consistent implementation of Tier 2 and 3 math intervention.	
	2. Focus on formative assessment to guide instruction and differienate for students needs.	2. Addition of a Title I Interventionist Teacher for Tier 3 Intervention with a focus on 3rd-5th with the assistant of a Title I TA	
	3. Consistent use of LLI during common morning time throughout the campus K-5th grade.	3. RtI focus on goals and interventions through the use of grade level data sheets.	
Family and Community Involvement	1. Maintained PTA board and increased membership among families and faculty/staff.	1. Increase in parent and student activities.	
	2. Held meet and greet events for community members.	2. PTA focus on engagement, participation, and membership.	
	3. Shift from fundraising to engagement.	3. Increase staff participation.	

**School Context and Organization**

1.	Volunteers frequent campus for various reading programs.	1.	Increase community involvement and parternships.
2.	TCU student teaching program.	2.	Identify ways to communicate and engage our families
3.		3.	Increase participation at school events.
4.			

# Academic Excellence Goals

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

Campus Name: 154 - Phillips ES, Mary Louise

Principal: Hill, Laura

Executive Director: Todd Koppes

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.	--	36.00	--	47	

### 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	3rd-grade students will set individual goals every six weeks and use reoccurring three week data conferences with their teacher to work towards their individually identified STAAR target.	Substitutes will be utilized for student assessment preparation.	Other	3/31/2021	Title I	1,000	Not Started	Students will show at least one year of progress through the consistent use of data in order to identify and meet the targeted needs of individual students.
2 Title I	3rd-grade students will set individual goals every six weeks and use reoccurring three week data conferences with their teacher to work towards their individually identified STAAR target.	Teaches will have the opportunity to tutor identified students in targeted areas of need based on STAAR benchmark data.	Teacher(s)	3/31/2021	Title I	2,000	Not Started	Students will show at least one year of progress through the consistent use of data in order to identify and meet the targeted needs of individual students.
3 Title I	3rd-grade students will set individual goals every six weeks and use reoccurring three week data conferences with their teacher to work towards their individually identified STAAR target.	General supplies will be purchased for whole group instruction, small group instruction, and intervention.	Teacher(s)	9/11/2020	Title I	16,601	Completed	Students will show at least one year of progress through the consistent use of data in order to identify and meet the targeted needs of individual students.
4 Title I	3rd-grade students will set individual goals every six weeks and use reoccurring three week data conferences with their teacher to work towards their individually identified STAAR target.	General supplies will be purchased for whole group instruction, small group instruction, and intervention.	Teacher(s)	12/11/2020	Title I	3,000	On Target	Students will show at least one year of progress through the consistent use of data in order to identify and meet the targeted needs of individual students.
5 Title I	3rd-grade students will set individual goals every six weeks and use reoccurring three week data conferences with their teacher to work towards their individually identified STAAR target.	General supplies will be purchased for whole group instruction, small group instruction, and intervention.	Other	12/11/2020	Local (Basic Allotment)	3,136	On Target	Students will show at least one year of progress through the consistent use of data in order to identify and meet the targeted needs of individual 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: 154 - Phillips ES, Mary Louise

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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 Reading will increase from	41	70	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 CTE	Using MAP NWEA reports and progress monitoring function students will show one year of growth or more with a focus on closing student achievement gaps.	The Title I Teacher will work with identified Tier 3 students using research based intervention in reading.	Student Support Services	4/15/2021	Title I	67,035	On Target	MLP students will become more proficient and successful readers by meeting or surpassing the expectations for reading growth and performance levels.
2 CTE	Using MAP NWEA reports and progress monitoring function students will show one year of growth or more with a focus on closing student achievement gaps.	Newly purchased technology will be utilized to support student intervention and data tracking.	Teacher(s)	12/1/2020	Title I	4,000	On Target	MLP students will become more proficient and successful readers by meeting or surpassing the expectations for reading growth and performance levels.
3 CTE	Using MAP NWEA reports and progress monitoring function students will show one year of growth or more with a focus on closing student achievement gaps.	New Intervention tools have been selected and identified for Tier 2 and Tier 3 Reading and Math as part of our new RtI protocols and procedures in order to provide rigorous and intensive intervention for students RtI and At Risk Students	Teacher(s)	10/16/2020	SCE	3,504	On Target	MLP students will become more proficient and successful readers by meeting or surpassing the expectations for reading growth and performance levels.
4 CTE	Using MAP NWEA reports and progress monitoring function students will show one year of growth or more with a focus on closing student achievement gaps.	New Intervention tools have been selected and identified for Tier 2 and Tier 3 Reading and Math as part of our new RtI protocols and procedures in order to provide rigorous and intensive intervention for students RtI and At Risk Students	Student Support Services	10/16/2020	Local (Basic Allotment)	6,000	On Target	MLP students will become more proficient and successful readers by meeting or surpassing the expectations for reading growth and performance levels.
5 CTE	Using MAP NWEA reports and progress monitoring function students will show one year of growth or more with a focus on closing student achievement gaps.	New student technology Chromebooks/lpads will be purchased for intervention tools such as Pathblazers, etc.	Other	11/25/2020	Title I	14,646	Not Started	MLP students will become more proficient and successful readers by meeting or surpassing the expectations for reading growth and performance levels.

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
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	28	85	MOY
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	59	35	EOY
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	30	50	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 CTE-LEP	MLP will constantly have a 20% participation rate of students, families, faculty & staff at monthly events and activities.	The new Family Communication Specialist will help to plan and engage all stakeholders in a variety of meaningful activities.	Other	5/31/2021	Title I	30,000	On Target	Students and families will be more excited about the campus and more involved in the educational environment.
2 CTE-LEP	MLP will constantly have a 20% participation rate of students, families, faculty & staff at monthly events and activities.	Families and Students will receive communication in a variety of ways to include through well planned and created campus communication, advertisement, and displays. This includes the purchase of the TV monitor displayed in the front entry and the Variquest equipment that is TEKS aligned for posters, lamination, and diecut created projects that make activities more student-centered with manipulatives and other tools.	Other	12/1/2020	Title I	15,500	On Target	Students and families will be more excited about the campus and more involved in the educational environment.
3 CTE-LEP	MLP will constantly have a 20% participation rate of students, families, faculty & staff at monthly events and activities.	General Supplies will be purchases to promote, engage, and inform our families so that they know how to become more involved with their child's education as well as at the campus.	Other	10/16/2020	Title I	1,000	On Target	Students and families will be more excited about the campus and more involved in the educational environment.
4 CTE-LEP	MLP will constantly have a 20% participation rate of students, families, faculty & staff at monthly events and activities.	General Supplies will be purchases to promote, engage, and inform our families so that they know how to become more involved with their child's education as well as at the campus.	Other	12/18/2020	Local (Basic Allotment)	1,000	On Target	Students and families will be more excited about the campus and more involved in the educational environment.
5 SPED	We are focusing on equity by engaging all families and students through varied and diverse opportunities on campus that are centered on student academics, social emotional learning, and special events and activities.	The special education team will intentionally select individualized supports for their classroom and materials for the motor lab to extend student learning with a focus on the whole child.	Student Support Services	11/30/2020	Special Education	6,139	On Target	Special education students will have a wide range of opportunities to growth socially, emotionally, and academically through strategic planning and teacher facilitation.



6	CTE-SPED	We are focusing on equity by engaging all families and students through varied and diverse opportunities on campus that are centered on student academics, social emotional learning, and special events and activities.	Bilingual resources and materials will be purchased to be used within the classroom and for special activities and events so that students and families are fully included and connected with the campus.	Student Support Services	10/23/2020	Bilingual	775	Not Started	Bilingual students and families will be a focus for family and student involvement by ensuring that our school purchases resources, service to the community, etc are equitable and inviting for all stakeholders.
7		We are focusing on equity by engaging all families and students through varied and diverse opportunities on campus that are centered on student academics, social-emotional learning, and special events and activities.	Special events and activities that provide enrichment, new experiences, and extend learning during the school day and after school hours.	Teacher(s)	3/12/2021	Gifted & Talented	216	Not Started	Gifted and Talented students will have an abundance of enrichment opportunities to extend their learning.

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:

