

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Russell, Melissa

Campus Name: 167 - South Hills ES

Executive Director: Ahna Gomez

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: 90

Special Education: 5.7

Dual Language/ESL: 45.9

Gifted and Talented: 8.1

Career and Technology: 0

Percentage of at-risk students: 71.6

Percentage of English Language (EL) students: 50.3

Percentage of economically disadvantage students: 88.9

2020-2021 Campus Site-Based Committee

Name	Role
Melissa Russell	Principal
Juan Rodriguez Ruiz	Other
Donna Williams	Teacher
Sandra Shannonhouse	Teacher
Courtney Calixto	Teacher
Haley Hamilton	Teacher
Angela Lea	Campus Non-Teacher Professional
Sara Reed	District Level Staff
Brandy Casey	Parent
Paulina Cardona	Parent
Cai Blackshear	Parent
Carolyn Conklin	Community Representative
Dottie Cook	Community Representative
Veronica Lopez	Business Representative
Tiffany Pendley - Freese & Nichols	Business Representative
Melissa Russell	Principal

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for South 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: Student Achievement 58	67 - D
Domain 2: School Progress 70	
Domain 3: Closing The Gaps 61	

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

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. Diverse population, Dual Language Campus	1. SPED - more consistency, low identification	<ol style="list-style-type: none"> 1. Keeping all students and staff members safe and healthy while easing parent fears during the COVID-19 pandemic and addressing technology needs, social / emotional needs and nutrition needs 3. Consistent, Rigorous, aligned, data-driven, TEKS-based Tier 1 instruction to minimize the need for Tier 2 and Tier 3 instruction 2. Quality support personnel - Title 1 Math Teacher, Title 1 Literacy Teacher Assistant (Bilingual), Assessment / Data Analyst 4. Increase parent involvement with academics and behavior - home support, viewing report cards
	2. English / Spanish Literacy Support from Title 1 Teacher Assistant	2. MTSS - process too slow / DX - need smaller groups, a 3rd full-time teacher	
	3. Title 1 Math Teacher, Instructional Coach and Data Analyst	3. High number of student tardies	
Student Achievement	1. Data-driven - Standard Data Protocol to track student progress	1. Strong online program such as I-Station, focusing on specific TEKS	
	2. Focus on instructional alignment - data days, PLCs, Wildcat Walks	2. Incentives for lower grade students meeting targets	
	3. Activities - Book Club, Battle of the Books, Math Bee, Spelling Bee	3. Online learning was difficult for students without technology and strong home support	
School Culture and Climate	1. Sunshine Committee / Hospitality Committee	1. Focus on solutions, not problems	
	2. PTA - Golden Apple Award	2. Teachers overwhelmed with the amount of assessments	
	3. Positive Leadership - teachers feel supported	3.	
Staff Quality/ Professional Development	1. Teaching Trust strategies	1. PLCs, DDI	
	2. Focused PD that was applicable	2. Vertical Alignment	
	3. Fewer, but more high-quality meetings	3. Teacher-led PD / Technology strategies	
Curriculum, Instruction, and Assessment	1. PathBlazers	1. STAAR resources for BOY - Motivation	
	2. Lead4ward	2. DL Reading Resources	
	3. Classroom Libraries	3. Lack of Rigorous Math and Reading Resources	
Family and Community Involvement	1. Community Mentors - Doxology Church	1. Lack of parents logging in to FOCUS to view Report Cards	
	2. Family Engagement Events - Literacy Night, Math / Science Night, Museum Night, Fall Festival, Carnival	2. More detailed roles for Parent Liasion	
	3. Parent communication - DOJO, Parent Pride, Parents as Teachers	3. Increase parent participation	
School Context and Organization	1. Positive Leadership that is transparent and respects multiple perspectives	1. Clear due dates	
	2. Weekly Calendar	2. Teacher access to add to the Master Calendar	
	3. Library - Malott and Mattingly	3.	

Academic Excellence Goals

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

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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.	--	47.00	--	Eng +28%, Sp +27%	

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	Improve the quality and outcomes of Tier 1 instruction through DDI, instructional alignment and reflection on and elevation of current teaching practices in weekly PLCs.	Administrators will Identify high quality professional development sessions to develop teacher capacity in the areas of content knowledge, DDI, PLCs and lesson alignment.	Principal,Assistant Principal,Teacher(s)	5/1/2021	Title I	6000.	On Target	47% of our 3rd grade students, in English and Spanish, will reach meets or masters level of proficiency as measured by STAAR 2021.
2 Title I	Improve the quality and outcomes of Tier 1 instruction through DDI, instructional alignment and reflection on and elevation of current teaching practices in weekly PLCs.	Data Analyst will support teachers in growing student capacity in Reading by establishing and maintaining the Standard Data Protocol, Data Reports, Teacher Data Binders, facilitating Data Meetings and trainings, creating Data Displays in Data Room, and coordinating all state, district and local testing.	Principal,Assistant Principal	6/18/2021	Title I	79,000	On Target	47% of our 3rd grade students, in English and Spanish, will reach meets or masters level of proficiency as measured by STAAR 2021.
3 Title I	Improve the quality and outcomes of Tier 1 instruction through DDI, instructional alignment and reflection on and elevation of current teaching practices in weekly PLCs.	Procure 60 Chromebooks to provide students ample access to district-mandated assessment components to ensure student compliance and provide actionable data to guide instruction.	Principal,Assistant Principal	10/1/2021	Title I	25,191	On Target	47% of our 3rd grade students, in English and Spanish, will reach meets or masters level of proficiency as measured by STAAR 2021.
4 Title I	Improve the quality and outcomes of Tier 1 instruction through DDI, instructional alignment and reflection on and elevation of current teaching practices in weekly PLCs.	Provide teachers in 3rd - 5th with a substitute after benchmark assessments so that teachers can participate in a full day of DDI to create intensive intervention plans. The same process will be used after MOY MAP Growth Reading and Math for Kinder, 1st and 2nd grade.	Principal,Assistant Principal	6/1/2021	Title I	3,000	On Target	47% of our 3rd grade students, in English and Spanish, will reach meets or masters level of proficiency as measured by STAAR 2021.
5 Title I	Improve the quality and outcomes of Tier 1 instruction through DDI, instructional alignment and reflection on and elevation of current teaching practices in weekly PLCs.	Purchase supplemental Literacy materials and/or web-based programs for teachers to utilize in their classrooms to support Tier 1 instruction.	Principal,Assistant Principal,Instructional Leadership	12/1/2020	Title I	3,000	On Target	47% of our 3rd grade students, in English and Spanish, will reach meets or masters level of proficiency as measured by STAAR 2021.
6 Title I	Improve the quality and outcomes of Tier 1 instruction through DDI, instructional alignment and reflection on and elevation of current teaching practices in weekly PLCs.	Administrators will attend professional development sessions to deepen their pedagogy in the areas of DDI, PLCs and robust Tier 1 instruction.	Principal,Assistant Principal	5/1/2021	Title I	4,000		47% of our 3rd grade students, in English and Spanish, will reach meets or masters level of proficiency as measured by STAAR 2021.

7	Title I	Maintain a safe, positive culture, climate and learning environment for our campus.	<ul style="list-style-type: none"> - Secure quality cafeteria monitors - Provide security for after hours school events - Purchase furniture and equipment - Purchase general supplies to support instruction - Maintain the physical building 	Principal,Assistant Principal,Instructional Leadership	6/18/2021	Local (Basic Allotment)	17,010	On Target	Children will receive a quality education virtually or in-person in a positive and safe environment.
8	Title I	Maintain a safe, positive culture, climate and learning environment for our campus.	Same as above - different budget source	Principal,Assistant Principal,Instructional Leadership	6/18/2021	Title I	2,326	On Target	Children will receive a quality education virtually or in-person in a positive and safe environment.
9						Title I	4000.00		

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 at grade level or above in Math will increase from	0	40	EOY
	Early Literacy / MAP Growth - 60% of students in Kindergarten, 1st and 2nd grade will make 1 year of progress as evidenced by MAP Growth	0	60	EOY
	All teachers will participate in a year-long, campus-wide book study / professional development to build capacity in their ability to provide a cultural	0	100	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	Provide data specific, intensive interventions to Tier 2 and Tier 3 students in Math to close the achievement gap.	Title 1 Math Coach will work with 3rd - 5th Math teachers to identify priority SEs and monitor the teaching of SEs. The Math Coach will pull SG of 2nd - 5th grade students to provide specific interventions in targeted areas of weakness determined by MAPS growth and BM assessments.	Principal,Assistant Principal	6/18/2021	Title I	68,000	On Target	40% of students will be at or above grade level as evidenced by the EOY MAP Growth assessment. MOY MAP Growth data and Benchmark data will be analyzed to predict STAAR performance and to determine instructional adjustments that need to be made to further close the achievement gap.
2 Title I	Teachers will build capacity in their ability to provide a culturally responsive, equitable environment for all learners.	Set a timeline for starting After School Tutoring and possible Saturday School in the Spring and secure high quality teachers to provide the targeted support. Attendance will be taken daily and the students' progress will be monitored using a tool developed by the coordinator.	Principal,Assistant Principal	6/1/2021	Title I	4,000	Not Started	Due to teacher participation in the year long book study and PD, all students will enjoy an equitable, culturally relevant learning experience that celebrates diversity
3 Title I	Teachers will build capacity in their ability to provide a culturally responsive, equitable environment for all learners.	100% of teachers and instructional support team members will participate in our professional development - book study to inform teachers' classroom practices through the lens of equity and inclusivity. Title - Culturally Responsive Teaching and the Brain	Principal,Assistant Principal,Instructional Leadership	6/1/2021	Title I	2,300	On Target	Due to teacher participation in the year long book study and PD, all students will enjoy an equitable, culturally relevant learning experience that celebrates diversity
4 Title I	Teachers will build capacity in their ability to provide a culturally responsive, equitable environment for all learners.	Attendance Committee will meet on to create our Attendance Plan and action steps for the year. Committee members will begin implementing steps to increase student attendance. Committee will review attendance data each six weeks.	Principal,Assistant Principal	6/18/2021	SCE	6,672	On Target	Due to teacher participation in the year long book study and PD, all students will enjoy an equitable, culturally relevant learning experience that celebrates diversity

5	Title I	Teachers will build capacity in their ability to provide a culturally responsive, equitable environment for all learners.	Special Education - resources and materials will be purchased. Teachers will attend professional development sessions to ensure that all SPED students are receiving the support they need to successfully master the goals on their IEPs.	Principal,Assistant Principal	6/1/2021	Special Education	2,000	On Target	Due to teacher participation in the year long book study and PD, all students will enjoy an equitable, culturally relevant learning experience that celebrates diversity
6	Title I	Teachers will build capacity in their ability to provide a culturally responsive, equitable environment for all learners.	GT Lead Teacher will train teachers on how to nominate students and prepare a portfolio. GT Lead Teacher will provide all parents will information on how to nominate their child for GT.	Principal,Assistant Principal	6/18/2021	Gifted & Talented	446	On Target	Due to teacher participation in the year long book study and PD, all students will enjoy an equitable, culturally relevant learning experience that celebrates diversity
7	Title I	Teachers will build capacity in their ability to provide a culturally responsive, equitable environment for all learners.	Literacy resources will be purchased for our bilingual students to help prepare them for mastery on STAAR.	Principal,Assistant Principal	6/1/2021	Bilingual	1,891	On Target	Due to teacher participation in the year long book study and PD, all students will enjoy an equitable, culturally relevant learning experience that celebrates diversity
8	Title I	Achievement gaps in early Literacy will be targeted and minimized through DDI, instructional alignment and weekly PLCs.	Title 1 Literacy Teacher Assistant will pull English and Spanish small groups to target student deficiencies. Create and post intervention schedule, weekly progress monitoring reports to Principal Russell.	Principal	6/18/2021	Title I	21,000	Not Started	60% of students in Kindergarten, 1st and 2nd grade will make 1 year of progress as evidenced by MAP Growth
9	Title I	Achievement gaps in early Literacy will be targeted and minimized through DDI, instructional alignment and weekly PLCs.	Purchase Accelerated Readers and MyOn licences for students in 1st - 5th grade in English and Spanish. Librarian will monitor AR usage monthly to ensure that students are meeting their goals and showing growth. AR Celebrations will be held each six weeks. Librarian will monitor AR usage monthly to ensure that students are meeting their goals and showing growth. AR Celebrations will be held each six weeks.	Other	6/1/2021	Title I	9,000	Not Started	60% of students in Kindergarten, 1st and 2nd grade will make 1 year of progress as evidenced by MAP Growth
10	Title I	Achievement gaps in early Literacy will be targeted and minimized through DDI, instructional alignment and weekly PLCs.	Teachers will have the materials necessary to provide equitable, quality, engaging lessons that directly improve student achievement	Principal,Assistant Principal	6/1/2021	Title I	5,000	On Target	60% of students in Kindergarten, 1st and 2nd grade will make 1 year of progress as evidenced by MAP Growth

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

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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	50%	75%	EOY
	PBIS - The number of 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease for target student groups from	30	15	EOY
	Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from	95%	100%	EOY
	Parent Engagement activities in a virtual setting will increase from	0	6	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	Parents will be provided with multiple opportunities to engage in virtual activities that directly impact their child's learning and growth.	Parent Liaison will serve as a contact for parents needing support. She will provide classes on relevant topics.	Principal, Assistant Principal	6/1/2021	Title I	9000.00	On Target	The school will provide at least 6 virtual engagement opportunities - Virtual Learning Meeting, Meet the Teacher, craft classes, parenting classes, etc.
2 Title I	Parents will be provided with multiple opportunities to engage in virtual activities that directly impact their child's learning and growth.	Secure the museum and buses for the event. Advertise to all families	Principal, Assistant Principal	3/1/2021	Title I	750	Not Started	The school will provide at least 6 virtual engagement opportunities - Virtual Learning Meeting, Meet the Teacher, craft classes, parenting classes, etc.
3 Title I	Parents will be provided with multiple opportunities to engage in virtual activities that directly impact their child's learning and growth.	Identify and purchase necessary supplies to support virtual parental engagement.		6/18/2021	Title I	2,778	On Target	The school will provide at least 6 virtual engagement opportunities - Virtual Learning Meeting, Meet the Teacher, craft classes, parenting classes, etc.

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:

