

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Cantu, Mary Jane

Campus Name: 175 - Washington Heights ES
Fort Worth ISD Mission Statement

Executive Director: Miguel Elizondo

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: 95
Special Education: 13.8
Dual Language/ESL: 52.9
Gifted and Talented: 13.2

Career and Technology: 0
Percentage of at-risk students: 73.3
Percentage of English Language (EL) students: 53.5
Percentage of economically disadvantage students: 96.7

2020-2021 Campus Site-Based Committee

Name	Role
Mary Jane Cantu	Principal
Alicia Alonzo	Teacher
Nerea de Arana Henley	Teacher
Amanda Saenz	Teacher
Nicole Saffery	Teacher
Brenda Martinez	Community Representative
Alvia Page	Community Representative
Cynthia Huerta	Business Representative
Cyndi Forestier	District Employee Relations Council Representative
Graciela Tellez	Parent
Rodolfo Cordova	Parent
Maria Rodriguez	Parent
Sabrina Kinslow	Business Representative
Amanda Odutayo	Campus Non-Teacher Professional

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Washington 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 74	81 - B
Domain 2: School Progress 83	
Domain 3: Closing The Gaps 76	

Campus Distinction Designations

Academic Achievement in Mathematics: 0	Postsecondary Readiness: 0
Academic Achievement in Science: 0	Top 25 Percent: Comparative Closing the Gaps: 0
Academic Achievement in English Language Arts/Reading: 0	
Top 25 Percent: Comparative Academic Growth: 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"> The school has decreased out of school suspensions from 22 to 11. LEP students have an attendance rate of 97.32%. 95% attendance in 1st semester for PK 79 teacher handled classroom incidents 	<ol style="list-style-type: none"> The suspensions are disproportionate to our population. 8 of the 11 out of school suspensions were for African American students. The African American population is only 6% of our total population. The attendance rate across grade levels is lower than 97% Attendance data reflects 49% of unexcused absences of reported absences in 1st semester 72% of out of school suspensions were AA students which is disproportionate to the number of students enrolled. 	<ol style="list-style-type: none"> Improve core instruction in the areas of literacy, math and science. Improve communication between staff and community. Increase access for resources for accelerated instruction.
Student Achievement	<ol style="list-style-type: none"> School rating as measured by TEA went from a C to a B. 5th grade Math increased by 38% on students who met or exceeded progress. Campus overall TEA rating improved from a C to a B 4th grade January Reading benchmark data reflects English testers at 69% approaches and Spanish testers at 71% approaches 	<ol style="list-style-type: none"> 3rd grade January Reading benchmark data reflects only 16% of students at Meets Level. 5th grade February Math Benchmark reflects a decrease in all areas (approaches, meets and masters) on taught items. November: App 66%, Meets 34%, Masters 12% February: App 43%, Meets 4%, Masters 0% 3rd grade January Math Benchmark data reflects only 12% of students at meets level. 3rd grade January Reading Benchmark data reflects only 16% of students at meets level. 	
School Culture and Climate	<ol style="list-style-type: none"> Teacher survey reflect all ratings on survey above 2.92 which indicates a favorable educational environment. Student survey reflect a rating of 3.19 for engagement. Climate survey reflects a 3.33 favorable rating for instructional environment. CERC committee addresses and resolves concerns brought by staff in a timely manner. 	<ol style="list-style-type: none"> The teachers and parent reflect a decrease in the amount of people participating. Parent: 18/19 63 responses, 19/20 18 responses Teachers: 18/19 24 responses, 19/20 11 responses Only 11 teachers completed the climate survey. 	

Staff Quality/ Professional Development	1.	14 literacy PD's held throughout the school year.	1.	55% of classroom teachers have less than 5 years of experience.
	2.	Class size has for the majority of the year remained in compliance.	2.	An increased amount of PD in online learning is needed due to the pandemic.
	3.		3.	
	4.	100% of PK-5th teachers participated in data meetings which allowed them to create intervention plans to improve core instruction.	4.	55% of campus teachers have less than 5 years of experience.
			5.	An increased amount of PD in online learning is needed due to the pandemic.
Curriculum, Instruction, and Assessment	1.	4th Math and Reading data reflects 60% or more students are at the approaches level.	1.	3rd and 5th grade Math benchmark data reflects that approximately 40% or more of students at each grade level are not at the approaches level.
	2.	Positive feedback from teaches on templates provided for instruction.	2.	3rd and 5th grade Reading benchmark data reflects that approximately 40% or more of students at each grade level are not at the approaches level.
	3.		3.	5th grade January Science benchmark data reflects only 30% of students at approaches.
	4.	Campus calendar updated monthly with all assessment requirements for the campus.	4.	5th Grade January Science Benchmark data reflects only 30% of students at approaches.
	5.	4th Grade January Benchmark data reflects English testers at 69% approaches and Spanish testers at 71% approaches	5.	Math passing rates reflect 13% of LEP students not passing.
Family and Community Involvement	1.	11-28 families have been receiving resources from the campus parent resource room weekly.	1.	Sign in sheets indicate parent attendance at family events was inconsistent during the school year.
	2.	Agendas indicate various family events have been held at the campus during the school year.	2.	Voly reports indicate 10 volunteers for the campus.
	3.	Voly reports 2,029 volunteer hours for this school year.	3.	Virtual/recorded meets to assist with access during virtual instruction.
	4.	2029 volunteer hours logged in voly	4.	Voly data reflects only 10 active volunteers
	5.	Monthly school/community partner parent meetings are held to address community needs	5.	Virtual/recorded meetings to assist with access during online school
School Context and Organization	1.	15 campus committees have multiple members and a chairperson.	1.	Campus Mission and Vision is not easily known by staff, students and families.
	2.	Campus wide calendar and weekly bulletin are available to staff.	2.	1-1 technology needed for students for virtual instruction.
	3.		3.	
	4.	1. Campus wide calendar and weekly bulletin available staff and updated regularly.	4.	1-1 technology needed for students in response to pandemic
	5.	1. 14 member SBDM committee	5.	Campus plan to meet the CDC recommendations for school setting

Academic Excellence Goals

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

Campus Name: 175 - Washington Heights ES

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Executive Director: Miguel Elizondo

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.	--	34.00	--	35%	

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	68% of students who tested in English are below grade level. Focus on core and accelerated instruction to support our English testers progress and growth in Reading will begin September 2020-May 2021.	Data analyst and teachers will analyze data to guide instruction and develop acceleration plans utilizing STAAR aligned materials.	Principal,Assistant Principal,Teacher (s),Data Analyst	5/14/2021	Title I	79,500		Increase percentage of students who test on grade level from 32% to 40%.
2 Title I	68% of students who tested in English are below grade level. Focus on core and accelerated instruction to support our English testers progress and growth in Reading will begin September 2020-May 2021.	Purchase of library books and supplies to ensure students have access to a variety of multicultural genres and book levels.	Principal,Teacher (s),Other	5/14/2021	Title I	4,000		Increase percentage of students who test on grade level from 32% to 40%.
3 Title I	68% of students who tested in English are below grade level. Focus on core and accelerated instruction to support our English testers progress and growth in Reading will begin September 2020-May 2021.	Accelerated Reader will be purchased to motivate students as they read books according to their instructional level and interests.	Principal,Teacher(s)	5/14/2021	Title I	4,500		Increase percentage of students who test on grade level from 32% to 40%.
4 Title I	68% of students who tested in English are below grade level. Focus on core and accelerated instruction to support our English testers progress and growth in Reading will begin September 2020-May 2021.	PLC's will be held to review student work, identify strengths and weaknesses and create plans to accelerate student success.	Principal,Assistant Principal,Teacher (s),Data Analyst	5/14/2021	SCE	2,700		Increase percentage of students who test on grade level from 32% to 40%.
5 Title I	68% of students who tested in English are below grade level. Focus on core and accelerated instruction to support our English testers progress and growth in Reading will begin September 2020-May 2021.	Teachers will be paid to participate in planning meetings in June to prepare activities and identify resources to meet identified CNA needs.	Principal,Assistant Principal,Teacher (s),Student Support Services,Other,Data Analyst	5/14/2021	Title I	6,500		Increase percentage of students who test on grade level from 32% to 40%.
6 Title I	68% of students who tested in English are below grade level. Focus on core and accelerated instruction to support our English testers progress and growth in Reading will begin September 2020-May 2021.	Instructional tools will be purchased to facilitate online learning.	Principal,Assistant Principal,Teacher (s),Data Analyst	5/14/2021	Title I	10,377		Increase percentage of students who test on grade level from 32% to 40%.
7 Title I	68% of students who tested in English are below grade level. Focus on core and accelerated instruction to support our English testers progress and growth in Reading will begin September 2020-May 2021.	Reading technology, supplies and materials including PPE to accomplish this strategy.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/14/2021	Local (Basic Allotment)	7,337		Increase percentage of students who test on grade level from 32% to 40%.

8	Title I	68% of students who tested in English are below grade level. Focus on core and accelerated instruction to support our English testers progress and growth in Reading will begin September 2020-May 2021.	Purchase of accelerated instruction Reading materials	Principal	5/14/2021	Bilingual	963		Increase percentage of students who test on grade level from 32% to 40%.
9	Title I	68% of students who tested in English are below grade level. Focus on core and accelerated instruction to support our English testers progress and growth in Reading will begin September 2020-May 2021.	Purchase of shredding services to ensure confidentiality of student data.	Principal	5/14/2021	Local (Basic Allotment)	500		Increase percentage of students who test on grade level from 32% to 40%.
10	Title I	68% of students who tested in English are below grade level. Focus on core and accelerated instruction to support our English testers progress and growth in Reading will begin September 2020-May 2021.	Purchase of materials and supplies to enhance the reading program for students served in special education setting.	Principal,Assistant Principal,Teacher(s)	5/14/2021	Special Education	2,716		Increase percentage of students who test on grade level from 32% to 40%.
11	Title I	68% of students who tested in English are below grade level. Focus on core and accelerated instruction to support our English testers progress and growth in Reading will begin September 2020-May 2021.	Purchase of materials and supplies to enhance the reading program for students served through the gifted and talented program.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/14/2021	Gifted & Talented	230		Increase percentage of students who test on grade level from 32% to 40%.
12	Title I	68% of students who tested in English are below grade level. Focus on core and accelerated instruction to support our English testers progress and growth in Reading will begin September 2020-May 2021.	Subs for professional development to cover teachers to improve core instruction in literacy and technology.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/14/2021	Title I	2,000		Increase percentage of students who test on grade level from 32% to 40%.

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: 175 - Washington 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
	Increase the percentage of 3rd, 4th, and 5th grade students who score at meets grade level or above on STAAR Math from 41% to 46% by August 2021.	41	46	August 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	Focus on core and accelerated instruction to support 3rd, 4th and 5th grade progress and growth in Math will begin September 2020-May 2021.	Purchase of materials and supplies to enhance the math program for students served in special education setting.	Principal,Assistant Principal,Teacher(s)	5/14/2021	Special Education	2,000		Students reaching Meets on STAAR Math will increase from 41% to 46%.
2 Title I	Focus on core and accelerated instruction to support 3rd, 4th and 5th grade progress and growth in Math will begin September 2020-May 2021.	PLC's will be held to review student work, identify strengths and weaknesses and create plans to accelerate student success.	Principal,Assistant Principal,Teacher (s),Data Analyst	5/14/2021	Local (Basic Allotment)	500		Students reaching Meets on STAAR Math will increase from 41% to 46%.
3 Title I	Focus on core and accelerated instruction to support 3rd, 4th and 5th grade progress and growth in Math will begin September 2020-May 2021.	Math technology, supplies and materials including PPE to accomplish this strategy.	Principal,Assistant Principal,Teacher(s)	5/14/2021	Local (Basic Allotment)	7,000		Students reaching Meets on STAAR Math will increase from 41% to 46%.
4 Title I	Focus on core and accelerated instruction to support 3rd, 4th and 5th grade progress and growth in Math will begin September 2020-May 2021.	Instructional tools will be purchased to facilitate online learning.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/14/2021	Title I	10,000		Students reaching Meets on STAAR Math will increase from 41% to 46%.
5 Title I	Focus on core and accelerated instruction to support 3rd, 4th and 5th grade progress and growth in Math will begin September 2020-May 2021.	Provide professional development to teachers to improve core instruction in math and technology.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	5/14/2021	Title I	2,000		Students reaching Meets on STAAR Math will increase from 41% to 46%.

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	45%	50%	June 2021
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	52%	45%	June 2021
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	95%	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	Communication between staff and the community will improve through engagement of families in the parent portal and through parent meetings.	Purchase materials and supplies for parent meetings to meet needs of students and families.	Principal, Assistant Principal, Student Support Services	5/14/2021	Title I	1,418		Increase in parent portal usage from 45% to 50%.
2 Title I	All students tested with Fitness gram will receive a fitness report card.	All fitness report card will be mailed to parents.	Principal, Assistant Principal, Instructional Leadership	5/14/2021	Title I	500		100% of students will receive the fitness gram report card.

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:

