

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

**Principal:** Gillaspie, Sara

**Campus Name:** 177 - Westcliff ES

**Executive Director:** Jill Balzer

## 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: 100

Special Education: 8.8

Dual Language/ESL: 33.6

Gifted and Talented: 11.2

Career and Technology: 0

Percentage of at-risk students: 56.9

Percentage of English Language (EL) students: 37

Percentage of economically disadvantage students: 76.1

## 2020-2021 Campus Site-Based Committee

| Name              | Role                            |
|-------------------|---------------------------------|
| Sara Gillaspie    | Principal                       |
| Kelly Gandy       | Campus Non-Teacher Professional |
| Isabela Jaramillo | Teacher                         |
| Laura Horne       | Teacher                         |
| Kendell Bruner    | Teacher                         |
| Denise Landeros   | Teacher                         |
| Cristina Coincon  | Parent                          |
| Mavi Escobar      | Parent                          |
| Pending request   | Parent                          |
| Kelly Soter-Gunn  | Community Representative        |
| Dr. Numair Kazmi  | Business Representative         |
| Joy Schwartz      | Community Representative        |
| Tyler Dean        | District Level Staff            |
| Jose Diaz         | Campus Non-Teacher Professional |

## Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Westcliff 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: <b>Student Achievement</b> 83 | 94 - A                                    |
| Domain 2: <b>School Progress</b> 91     |   |
| Domain 3: <b>Closing The Gaps</b> 100   |   |

### Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 1

Academic Achievement in English Language Arts/Reading: 1

Top 25 Percent: Comparative Academic Growth: 1

Postsecondary Readiness: 1

Top 25 Percent: Comparative Closing the Gaps: 1

## 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<br>What were the identified strengths?  | Summary of Needs<br>What were the identified areas needing improvement or areas of weaknesses?   | Priorities<br>Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.   |
|---------------|--|--|---|
| Demographics  | 1. Westcliff scored a perfect "100" on Closing the Achievement Gap in the 2018-2019 TEA Campus Rating Summary, which was our last data reported. We have consistently closed the achievement gap in the past.  | 1. Students who already performed at lower academic levels ALSO most frequently avoided logging into At-Home Learning during the Covid lockdown, despite the immediate provision of chromebooks and hot spots & teacher and principal follow up. | 1. 1. Reading - With only 80% approaches on 2019 Reading STAAR - 20% did not pass! Also, 3 months of school missed. Westcliff will focus on improved reading outcomes for all students by following the TEKS Resource System in PLC / IPC Planning, implementing  |
|               | 2. Westcliff student body is comprised of approximately 75% Hispanic, 18% White, 5% AA, and 2% other, which is diverse and reflective of the demographic make up of our city. More parents desire a racially diverse schooling experience for their children today than ever before! | 2. ELL population enters Kindergarten and PK with significant deficits in Kindergarten Readiness, speaking, listening, pre-reading skills,   | 2. 2. Writing across all grade levels AND across content areas (science, Social studies, math) must become a priority as we prepare for STAAR testing that covers the new TEKS, integrating both reading and writing on one test 3-5. In 4th grade, Westcliff has struggled to get over 10% hitting masters level performance on STAAR. Students have done less writing than ever due to the shut down. |
|               | 3. Parents of all demographic groups are supportive and participatory in the educational experience.   | 3. PTA Board Membership is showing trends of declining participation, and we need to revive the importance of the role of our campus PTA, ensuring sustainability of programs.   | 3. 3. Math- Westcliff earned 5 out of 6 TEA Distinctions in 2019. The only area in which we failed to earn top distinctions was Math. Westcliff will follow the TEKS Resource System in PLC weekly planning to increase STAAR math performance from 53% Meets to 60% or higher across sub groups and 35% Masters across sub groups.   |
|               | 4. Westcliff had a phenomenal Covid online learning participation rate (including use of Seesaw) and was able during the Covid-19 shut down to provide 150 laptops to students at home who did not have adequate technology because of PTA providing the carts alr                   | 4. Students who already performed at lower academic levels and most frequently avoided logging into At-Home Learning during the Covid lockdown, despite the immediate provision of chromebooks and hot spots & teacher and principal follow up.  | 4. 4. Westcliff will focus on Social, Emotional, Learning and improving family connections and confidence that may have suffered during the Covid-19 shut down, helping families see school as a safe and important place for students to grow.   |
|               | 5. Students in the Dual Language program perform at overall commensurate levels with white students showing NO achievement gap.  | 5. Kindergarten enrollment is desperately down at the moment. Over 2 months, only 4 new students have enrolled online. No transfer requests have been made, and we typically take 20/yr.   | 5. 3. Math- Westcliff earned 5 out of 6 TEA Distinctions in 2019. The only area in which we failed to earn top distinctions was Math. Westcliff will follow the TEKS Resource System in PLC weekly planning to increase STAAR math performance from 53% Meets t   |
|               | 6. Westcliff will start with four new teachers (3 new to teaching) and 3 new TA's due to turnover, which is much better than some schools suffering staff turnover.  | 6. Parent involvement and Volunteer involvement may diminish due to fears of Covid spread, particularly with our elderly population of volunteers.   | 6. 4. Westcliff will focus on Social, Emotional, Learning and improving family connections and confidence that may have suffered during the Covid-19 shut down, helping families see school as a safe and important place for students to grow.   |
|               |  |  | 7. Parent Involvement will increase as evidenced by   |
|               |  |  | 8.  |
|               |  |  | 9.  |

**Student Achievement**

|  |   |
|--|---|
| <p>1. Westcliff earned a TEA Rating of A (and kept it 2 years) and earned 5 out of 6 distinctions, making us one of the top performing schools in the state with our demographic. We earned a PERFECT 100 on closing Achievement Gaps.</p> | <p>1. Students will have definite gaps in their learning due to Covid-19 shut down, and sadly there will be no covid year scores to measure against progress for this year. Our Distinctions are largely earned based on progress - now no progress measure will be taken 2021.</p> |
| <p>2. Reading Gains were impressive in 2019 with 3rd and 5th grades making massive double digit gains across every subgroup, including Sped.</p>   | <p>2. Westcliff still has 14% not passing Reading STAAR, which is unacceptable, and 5th grade only had 33% Masters, also below what is possible. Now, we have a 5 month gap due to Covid AND the Reading STAAR may include writing across grade levels never before tested</p>      |
| <p>3. Math performance on STAAR 2019 showed massive double digit gains pushing masters from 11 up to 31%.</p>  | <p>3. Math in 4th and 5th grade STAAR had decreases across the board, particularly in the Meets level at only 44% in 4th grade</p>  |
| <p>4. Westcliff earned a TEA Rating of A (and kept it 2 years) and earned 5 out of 6 distinctions, making us one of the top performing schools in the state with our demographic. We earned a PERFECT 100 on closing Achievement Gaps.</p> | <p>4. Students will have definite gaps in their learning due to Covid-19 shut down, and sadly there will be no covid year scores to measure against progress for this year. Our Distinctions are largely earned based on progress - now no progress measure will be</p>             |
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|  |    |   |    |   |
|--|----|---|----|---|
| <b>School Culture and Climate</b>              | 1. | Climate survey results were overall positive, with teachers showing confidence and comfort with the team.                                     | 1. | Staff and Teachers' response to survey questions regarding emotional safety seems to have dropped. We may need to target this with professional development relationship building opportunities and better two way feedback options.          |
|  | 2. | Strangely, staff relationships on some levels have improved during Covid. The efforts given by everyone created bonding and appreciation.     | 2. | Parents and teachers will need to feel safe and protected as they approach coming together in the fall after the shut down. Communication of safety precautions will be key   |
|  | 3. | One of our strengths at Westcliff is family involvement activities and creating fun together  | 3. | We need to become more of an online presence, not just on Dojo, but on social media to continue the feeling of coming together and allowing families to participate and see what is happening due to the inability to gather in large groups. |
|  | 4. | Climate survey results were overall positive, with teachers showing confidence and comfort with the team.                                     | 4. | Goals to improve school culture include: more consistent celebrations and recognitions, and more meaningful PD  |
|  | 5. | Strangely, staff relationships on some levels have improved during Covid. The efforts given by everyone created bonding and appreciation.     | 5. | Parents and teachers will need to feel safe and protected as they approach coming together in the fall after the shut down. Communication of safety precautions will be key   |
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| <b>Staff Quality/ Professional Development</b> | 1. | Teachers have literally skyrocketed in their understanding and application of technology as a result of Covid shutdown.                       | 1. | We will engage in two book studies: Bold Schools using old school theory with new technologies, and another virtual learning book. Westcliff should continue the DISC assessment use as we keep our focus on team planning / IPC writing      |
|  | 2. | TTESS evaluations were put on hold for the 2020 year, but all staff were on Proficient with a large percentage above that level               | 2. | PD will focus on the new Research based Foundational Literacy Model, using articles and videos from Shanahan as well as the best practices in technology applications for virtual classrooms.   |
|  | 3. | For 2020-21, we will need to mentor and train 4 new teachers and 3 new teacher assistants, but their teammates will be extraordinary coaches! | 3. | New Teacher mentoring and training will be important and a focus with 4 new teachers and 3 new TA's   |
|  | 4. | Teachers have literally skyrocketed in their understanding and application of technology as a result of Covid shutdown.                       | 4. | Westcliff should continue the DISC assessment use as we keep our focus on team planning / IPC writing   |
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**Curriculum, Instruction, and Assessment**

|    |   |    |   |
|----|---|----|---|
| 1. | Westcliff has supplemented well by providing Saxon phonics instruction for years, grammar and vocabulary material, math non-negotiables and IPCs                        | 1. | BOY Diagnostic assessments and use of that data will be imperative following the absence of 5 months of data for planning. Interventions planned using data   |
| 2. | Westcliff eagerly embraces the fact that the district is contracting with an outstanding national literacy expert Dr. Shanahan in their pursuit of reading improvement! | 2. | Students will need massive interventions in reading with the greater need for tutors to begin in the fall to close gaps. Our Title I teacher Jackman will provide additional interventions. Also, Training for teachers on reasearch based best practices in Reading / Writing instruction will be imperative as we write IPC's |
| 3. | Math scores have improved by double digits in 3rd grade due to tigher planning with TEKS and tighter teaching and use of time   | 3. | Enriching materials are needed in writing, grammar, and math in order to best align with the TEKS and push students to masters on STAAR.  |
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**Family and Community Involvement**

|    |  |    |  |
|----|--|----|--|
| 1. | Westcliff has already assigned 15 TCU student teachers for the fall - more seniors than ever. Also, we enjoyed about 200 volunteers per month last year. | 1. | Volunteers may be fearful of returning, particularly our many elderly volunteers (Academy 4 and Read2Win), who will need extra safety and protection that we can design.                                       |
| 2. | PTA is active and engaged, and has recruited new officers for 2020-21  | 2. | The turnover in PTA officers may create some lapse in the level of support / learning curve. Also, the budget is almost nothing after a year with no fundraiser - Wrangler Walk. We need increased membership. |
| 3. | Westcliff maintains three wonderful community parterships with ministried that are very involved, Academy 4, Read2Win thrive.                            | 3. | Parents may need technology and homework support more than ever, as well as emotional and other forms of support if there has been job loss, etc.  |
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**School Context and Organization**

|    |  |    |  |
|----|--|----|--|
| 1. | Online Learning immediately and organically took on a consistent structure of posting choice boards week from the their week of March that was awesome   | 1. | Online learning can and will look completely new again as we may be forced to learn withing new constraints of partial day / week attendance and virtual learning forced by shutdowns. We need effective designs with streamlined scheduling and support |
| 2. | New Master Schedule has worked well for online learning and the student schedules and rosters are completed in Focus, though all may need to be changed. | 2. | Prepare to create an entirely new design of master scheduling and instructional delivery. Preapare to redefine work hours, expectations, the role of assistants, specials, and support staff   |
| 3. | Classes are fully staffed for next year reflecting the drop in Kinder enrollment   |    |  |
| 4. | Online Learning immediately and organically took on a consistent structure of posting choice boards week from the their week of March that was awesome   | 3. | Recruit new kinder students actively to counteract the drop due to covid   |
| 5. | New Master Schedule has worked well for online learning and the student schedules and rosters are completed in Focus, though all may need to be changed. | 4. | Online learning can and will look completely new again as we may be forced to learn withing new constraints of partial day / week attendance and virtual learning forced by shutdowns. We need effective designs with streamlined scheduling and support |
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|    |  | 6. | Recruit new kinder students actively to counteract the drop due to covid   |

# Academic Excellence Goals

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

Campus Name: 177 - Westcliff ES

Principal: Gillaspie, Sara

Executive Director: Jill Balzer

| 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.  | --         | 41.00 | --      | 47         |             |
|             | Early Literacy - Increase the percent of students in grades K-2 reading on or above grade level from BOY MAP to EOY MAP to 80%.   | 80         | 60    | 40      | 80         | EOY         |
|             | Literacy- Increase the percent of students in grades 3-5 achieving Meets level on STAAR 2021 from the last recorded level of 55% meets to 60% meets and increasing from 31% masters level to 40% masters level on 2021 Reading STAAR. | 83         | 55    | 31      | 85, 60, 40 | EOY         |
|             | Literacy - Increase the percent of students demonstrating on or above grade level on the 2021 Writing STAAR test  | 80         | 48    | 17      | 82, 50, 20 | 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             | Utilize Literacy part time coach Trish Jackman to increase effectiveness of differentiation in small group guided reading to ensure all students make more than a full year's progress in lexile / level as measured by STAAR  | 1) Principal and Jackman will finalize pull out schedule for virtual and in person targeting below level 3rd grade readers for daily support.<br>2) Use of AR program with fidelity - new roll out this year to ensure correlation between AR and student achievement.<br>3) Jackman will ensure advance learners grow through leveled novels, do weekly target checks with principal and focus on priority students and goals | Principal, Instructional Leadership  | 4/12/2021 | Title I           | 30,000 | On Target | Students receiving small group pull out from Jackman will accelerate reading performance as reflected on MAP mid year and weekly checks.                               |
| 2 SPED                | Ensure SPED students are grouped / served together in the instructional blocks for inclusion supports by content specialist sped teachers in order to increase student achievement more rapidly, Gen Ed teachers will support and implement IEP's following training, LINC teacher will team with inclusion to push student achievement further and provide differentiated options | SPED teachers provide training to all teachers of students with special needs such as autism, learning disabled, etc. to familiarize them with IEP's, and sped student data / levels / and strategies  | Teacher(s), Student Support Services | 9/4/2020  | Special Education | 0      | Completed | Special Education Students will demonstrate more than one full year's growth on 5th Grade Reading STAAR 2021 (the only grade level we have previous STAAR scores for). |
| 3 SPED                | Ensure SPED students are grouped / served together in the instructional blocks for inclusion supports by content specialist sped teachers in order to increase student achievement more rapidly, Gen Ed teachers will support and implement IEP's following training, LINC teacher will team with inclusion to push student achievement further and provide differentiated options | Provide additional supports, materials, and tutoring to SPED and RTI students beyond scheduled services  | Student Support Services             | 5/7/2021  | Special Education | 2,827  | On Target | Special Education Students will demonstrate more than one full year's growth on 5th Grade Reading STAAR 2021 (the only grade level we have previous STAAR scores for). |

|    |         |   |   |                          |            |                         |        |           |  |
|----|---------|---|---|--------------------------|------------|-------------------------|--------|-----------|--|
| 4  | LEP     | Implement daily schedules that specifically addresses TELPAS skills of speaking, reading, listening and writing into all content areas and provides small group RTI interventions, tutoring, to ensure the elimination of the achievement gap between LEP students and their English speaking counterparts on STAAR and to ensure Advanced High scores on TELPAS. | Title I teacher and Title I tutors will provide scheduled weekly support to LEP students performing below grade level                     | Principal,Teacher(s)     | 4/23/2021  | Title I                 | 7,700  | On Target | LEP students score Advanced High on TELPAS measures of speaking, listening, reading, writing as well as achieving commensurate performance on STAAR with English counterparts. |
| 5  | LEP     | Implement daily schedules that specifically addresses TELPAS skills of speaking, reading, listening and writing into all content areas and provides small group RTI interventions, tutoring, to ensure the elimination of the achievement gap between LEP students and their English speaking counterparts on STAAR and to ensure Advanced High scores on TELPAS. | Teachers provide after school support in reading and writing, paid hourly.  | Teacher(s)               | 4/15/2021  | SCE                     | 1,200  | On Target | LEP students score Advanced High on TELPAS measures of speaking, listening, reading, writing as well as achieving commensurate performance on STAAR with English counterparts. |
| 6  | Title I | Embed writing as a response to literature during and outside of the literacy block, and obtain curriculum materials and ensure grammar / conventions is taught daily across grade levels. (Saxon used books perhaps, Daily Grams, Easy Grammar)   | Buy / utilize materials and provide training in fall on the writing program and grammar   | Principal                | 9/25/2020  | Title I                 | 4,000  | On Target | Student will write using expected grade level appropriate skills in craft and conventions, as well as in the content of their response.  |
| 7  | Title I | Create and implement motivational reading opportunities outside the classroom such as AR Reading program and rewards, UIL competition opportunities, BOB competitions, Reading Bee, and virtual reading challenges  | Provide AR program at \$7000 for students in all grades as motivation and provide party incentives and goal monitoring                    | Principal,Other          | 5/21/2021  | Title I                 | 7,000  | On Target | Students will achieve MORE than one full year's growth in reading levels / lexiles / STAAR scores / MAP fluency.   |
| 8  | Title I | Create and implement motivational reading opportunities outside the classroom such as AR Reading program and rewards, UIL competition opportunities, BOB competitions, Reading Bee, and virtual reading challenges  | Create and host a Battle of the Books Club to prepare students to WIN the competition again in 2021 (provide novels and units of study)   | Instructional Leadership | 5/14/2021  | Gifted & Talented       | 382    | On Target | Students will achieve MORE than one full year's growth in reading levels / lexiles / STAAR scores / MAP fluency.   |
| 9  | Title I | Provide structured, targeted supports beyond regular curriculum to students reading below grade level who are At-risk.  | Provide push in small group support, tutoring, and materials such as novel units, STAAR prep, and online reading opportunities.           | Principal                | 10/30/2020 | Title I                 | 20,000 | On Target | Students will achieve more than one year's expected growth in reading fluency and lexile.  |
| 10 | Title I | Provide structured, targeted supports beyond regular curriculum to students reading below grade level who are At-risk.  | Create and implement tutoring and push in reading supports to be delivered during the day and after school                                |                          | 4/30/2021  | Title I                 | 15,000 | On Target | Students will achieve more than one year's expected growth in reading fluency and lexile.  |
| 11 | Title I | Ensure Small Group Guided Reading Continues 3-4 x per week in every literacy classroom PK-2 to ensure acceleration for students's reading levels beyond their grade level minimum expectations - and to ensure more than one year's growth in reading fluency and comprehension as measured by MAP  | Small Group Guided Reading schedules begin online week 2 and continue all year, providing RTI support and acceleration above grade level. | Principal,Teacher(s)     | 9/14/2020  | Local (Basic Allotment) | 4,000  | On Target | Students in PK-2nd grade will demonstrate more than one full year's progress in reading fluency and comprehension as measured on MAP reading, fluency.                         |

|    |         |  |   |           |            |                         |       |           |  |
|----|---------|--|---|-----------|------------|-------------------------|-------|-----------|--|
| 12 | Title I | Ensure Small Group Guided Reading Continues 3-4 x per week in every literacy classroom PK-2 to ensure acceleration for students's reading levels beyond their grade level minimum expectations - and to ensure more than one year's growth in reading fluency and comprehension as measured by MAP | Provide Reading resources for At Risk PK-2nd readers, to support their mastery of reading, including novel sets, Education Galaxy, Saxon phonics, classroom materials, ink, paper, etc. | Principal | 11/20/2020 | Local (Basic Allotment) | 2,020 | On Target | Students in PK-2nd grade will demonstrate more than one full year's progress in reading fluency and comprehension as measured on MAP reading, fluency. |
| 13 | Title I | Ensure Small Group Guided Reading Continues 3-4 x per week in every literacy classroom PK-2 to ensure acceleration for students's reading levels beyond their grade level minimum expectations - and to ensure more than one year's growth in reading fluency and comprehension as measured by MAP | Provided needed technology (web based apps, headphones, mics) to students in PK-2 to enhance online reading proficiency.  | Principal | 10/15/2020 | Title I                 | 6,260 | On Target | Students in PK-2nd grade will demonstrate more than one full year's progress in reading fluency and comprehension as measured on MAP reading, fluency. |

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: 177 - Westcliff ES

Principal: Gillaspie, Sara

Executive Director: Jill Balzer

| 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   | 53             | 60        | EOY         |
|             | Increase the percent of students at Masters level on 2021 Math STAAR from 30% to 35% (hopefully 40%).  | 30             | 35        | EOY         |
|             | Increase the percent of students at Meets level on the 2021 Science STAAR from 53% to 60%.   | 53             | 60        | EOY         |
|             | Ensure the elimination of the Achievement Gap in Math and Reading as measured by 2021 STAAR between Economically Disadvantaged students and the "all stu | 2              | 0         | 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             | Ensure differentiation of Math instruction by using data-identified small groups daily in the mathematics classroom using TEKS Aligned materials.                                     | Implement a small group schedule in all math classrooms, paying tutors to push in and work groups to ensure acceleration and intervention happens during the block and after.   | Principal, Instructional Leadership, Teacher(s) | 5/7/2021  | Title I                 | 14,000 | On Target | 35% of 3rd - 5th grade students will perform at masters level on Math STAAR 2021 as well as 60% performing at Meets level.   |
| 2 Title I             | Ensure differentiation of Math instruction by using data-identified small groups daily in the mathematics classroom using TEKS Aligned materials.                                     | Purchase hands on materials to support engaging, hands on learning in math and science stations.  | Principal                                       | 3/26/2021 | Local (Basic Allotment) | 4,716  | On Target | 35% of 3rd - 5th grade students will perform at masters level on Math STAAR 2021 as well as 60% performing at Meets level.   |
| 3 Title I             | Ensure Math (and Science) instruction is TEKS aligned and presented using our carefully data-driven Instructional Planning Calendars and TEKS aligned materials and applications.     | Purchase technology (Chrome Cart and webcams / mics, document cameras) to support virtual teaching and supporting materials such as Lone Star Learning, Mentoring Minds, Education Galaxy, EduSmart, and other materials and supplies | Principal                                       | 1/22/2021 | Title I                 | 35,000 | On Target | Sixty percent of 3rd - 5th students will score at Meets level on math and science STAAR 2021.  |
| 4 Title I             | Conduct weekly data meetings to plan instruction and calendar TEKS, as well as to monitor student progress and identify target student groups and SE's.                               | Implement IPC planning days / sessions (using SUBS at times) to ensure progress monitoring and interventions in math are making an impact on student performance.   | Principal, Assistant Principal, Teacher(s)      | 3/26/2021 | Title I                 | 7,000  | On Target | Teachers will have weekly progress monitoring check ins as part of the data meeting, creating constant use of student assessment data for weekly instructional planning =student growth. |
| 5 Title I             | Deliver accelerated instruction for students in all demographic groups (LEP, ED, and ethnicity groups) to ensure more than 40% of students perform at masters level on STAAR and MAP. | Accelerate learning for at risk students with the implementation of differentiated instruction, and provide tutorials and personnel to support groups.  | Principal, Teacher(s)                           | 2/26/2021 | SCE                     | 2,820  | On Target | More than 40% of students in 3rd -5th in Math and Science will perform at Masters level on STAAR or MAP 2021   |
| 6 Title I             | Provide deeper, more rigorous experiential learning for advanced students through projects, novel studies, and small group differentiated instruction.                                | Implement the use of supplemental challenging materials in small groups based on Data Meeting findings / SE specific plans.   | Principal, Teacher(s)                           | 4/30/2021 | Local (Basic Allotment) | 6,700  | On Target | Increased percentage of students in the 40-50% range performing at Masters level on STAAR and above level on MAP   |

|    |         |  |  |           |            |                         |       |           |  |
|----|---------|--|--|-----------|------------|-------------------------|-------|-----------|--|
| 7  | LEP     | Enhance instructional delivery and support for Dual language program students using ELPS content and strategies to increase LEP student achievement.               | Provide supplemental materials in both languages to enrich learning and accelerate bi-literacy.  | Principal | 11/20/2020 | Bilingual               | 899   | On Target | Dual Language students performance is commensurate with RP counterparts, eliminating or reversing the Achievement Gap. |
| 8  | Title I | Improve the 5th grade Science STAAR scores to 60% Meets by providing cross content science supports in math, reading, specials, and after school science supports. | Purchase science lab materials and supplies as well as STAAR preparation materials, reading materials, etc.                                  | Principal | 11/20/2020 | Local (Basic Allotment) | 1,500 | On Target | Fifth Grade students will increase performance levels on STAAR Science 2021 to 60% Meets, 30% Masters.                 |
| 9  | Title I | Improve the 5th grade Science STAAR scores to 60% Meets by providing cross content science supports in math, reading, specials, and after school science supports. | Purchase science lab materials and supplies as well as STAAR preparation materials, reading materials, etc.                                  | Principal | 11/20/2020 | Title I                 | 3,500 | On Target | Fifth Grade students will increase performance levels on STAAR Science 2021 to 60% Meets, 30% Masters.                 |
| 10 | Title I | Improve the 5th grade Science STAAR scores to 60% Meets by providing cross content science supports in math, reading, specials, and after school science supports. | Deliver enrichment and tutorials during and after school through bootcamps, small groups targeting masters level performance, and tutorials. | Principal | 5/7/2021   | Title I                 | 2,700 | On Target | Fifth Grade students will increase performance levels on STAAR Science 2021 to 60% Meets, 30% Masters.                 |

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: 177 - Westcliff ES

Principal: Gillaspie, Sara

Executive Director: Jill Balzer

| SMART Goals | Campus Needs Goals and Measures (Baselines-X and Targets-Y)  | Baseline (BOY) | to Target           | by Deadline |
|-------------|--|----------------|---------------------|-------------|
|             | Parent organization membership will increase as measured by the School Profile from  | 74             | 200                 | EOY         |
|             | PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from  | 2              | 0                   | EOY         |
|             | Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from  | 95%            | 100%                | EOY         |
|             | Parent and stakeholder communication will increase across multiple digital platforms bilingually reaching ALL families as measured by the number of monthly social media posts and website updates | Monthly        | 2x per month        | May 2021    |
|             | Ninety-five percent of Westcliff Teachers will offer daily synchronous instruction in the virtual learning environment.  | New initiative | October 5 in person | May 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             | Increase PTA Membership with an aggressive membership drive during our Drive Through Meet the Teacher on September 4th and at other PTA and school events (drive through or later in person) to increase membership to at least 200. | Attach membership fee to purchase of staff spirit shirt with a discounted cost on the shirt to achieve 100% staff PTA members. | External Stakeholder  | 9/4/2020 | PTA/PTO       | 100    | Completed | Over 200 parents and teachers will join PTA with a paid membership, resulting in Westcliff winning the Golden Apple Award. |

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:

## 177 - Westcliff ES

| →<br>Budget<br>Allotment<br>Summary<br>→ | Local<br>(Basic Allotment) | SCE         | CTE | Bilingual | Gifted &<br>Talented | Special<br>Education | Title I       | TOTAL<br>Allotment |
|--|----------------------------|-------------|-----|-----------|----------------------|----------------------|---------------|--------------------|
|  | \$ 18,936.00               | \$ 4,020.00 | -   | \$ 899.00 | \$ 382.00            | \$ 2,827.00          | \$ 152,160.00 | \$ 179,224.00      |

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Budget Summary

Principal: Gillaspie, Sara

Executive Director: Jill Balzer

### Summary by Fund Source

| Fund Source →              | Local<br>Basic Allotment | SCE<br><small>State Compensatory Education</small> | CTE       | Bilingual        | Gifted & Talented | Special Education  | Title I              | GRAND TOTAL<br>budgeted in CIP |
|----------------------------|--------------------------|--|-----------|------------------|-------------------|--------------------|----------------------|--------------------------------|
| Academic Excellence Goals  | \$ 6,020.00              | \$ 1,200.00  | -         | -                | \$ 382.00         | \$ 2,827.00        | \$ 89,960.00         | \$ 100,389.00                  |
| Mission                    | \$ 12,916.00             | \$ 2,820.00  | -         | \$ 899.00        | -                 | -                  | \$ 62,200.00         | \$ 78,835.00                   |
| Learning Environment Goals | -                        | -  | -         | -                | -                 | -                  | -                    | -                              |
| <b>Total Allocated</b>     | <b>\$ 18,936.00</b>      | <b>\$ 4,020.00</b>                                 | <b>-</b>  | <b>\$ 899.00</b> | <b>\$ 382.00</b>  | <b>\$ 2,827.00</b> | <b>\$ 152,160.00</b> | <b>\$ 179,224.00</b>           |
| <b>Percent Budgeted</b>    | <b>100%</b>              | <b>100%</b>  | <b>0%</b> | <b>100%</b>      | <b>100%</b>       | <b>100%</b>        | <b>100%</b>          | <b>100%</b>                    |

| Other Funding Sources | Source | PTA/PTO   | Community Partner | Corporate | Non-Profit | FWCP | School Improvement | Other | Total     |
|-----------------------|--------|-----------|-------------------|-----------|------------|------|--------------------|-------|-----------|
|                       | Amount | \$ 100.00 | -                 | -         | -          | -    | -                  | -     | \$ 100.00 |