

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Kelly, Sonya

Campus Name: 221 - Western Hills Primary (Prek-1)

Executive Director: Valencia Rhines

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: 0	Career and Technology: 0
Special Education: 7.6	Percentage of at-risk students: 65.9
Dual Language/ESL: 35	Percentage of English Language (EL) students: 35.2
Gifted and Talented: 0.4	Percentage of economically disadvantage students: 94.3

2020-2021 Campus Site-Based Committee

Name	Role
Sonya Kelly	Principal
Shamyria Moore	Campus Non-Teacher Professional
Arselia Espinoza	Teacher
Kimberly Spivey	Campus Non-Teacher Professional
Shura Buxton	Campus Non-Teacher Professional
Chelsie Hayes	District Level Staff
Mi'Onnah White	Teacher
Derwin Harris	Community Representative
Latisha Perry	Business Representative
Ardis Freeman	District Employee Relations Council Representative
Vanessa Burroughs	Community Representative
Brandi Irons	District Level Staff
Caroline Hill	District Level Staff
Sue Hickmann	Community Representative

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Western Hills Primary (Prek-1). 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 . Domain 2: School Progress . Domain 3: Closing The Gaps .	55 - F

Campus Distinction Designations

Academic Achievement in Mathematics:	Postsecondary Readiness:
Academic Achievement in Science:	Top 25 Percent: Comparative Closing the Gaps:
Academic Achievement in English Language Arts/Reading:	
Top 25 Percent: Comparative Academic Growth:	

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"> Behavioral Referrals are decreasing SPED identified students aligned with 8-10% of student population 	<ol style="list-style-type: none"> Number of students who are economically disadvantaged is increasing Student mobility rate is increasing each year ELL student population is decreasing 	<ol style="list-style-type: none"> 2. Use more public/social media to connect with parents to promote daily attendance and parental involvement 5. Provide more support to students with gaps in reading and math during a small group setting 4. Grade levels will generate a tiered PD matrix to support teacher PD needs and establish timelines for implementation 1. More opportunities for parental/teacher support and training on mental illness and parenting skills 3. Acquire more assistance with data analysis/tracking and planning
Student Achievement	<ol style="list-style-type: none"> Stronger reading levels in Kinder by the end of the year First Grade students are coming in at higher reading levels Students receiving consistent tutoring are making 1 to 1.5 years' growth in reading 	<ol style="list-style-type: none"> More time to interpret data without having to manually enter it. Consistent attendance to decrease gaps in learning More time needed for vertical alignment in analyzing TEKS standards and PK Essential Skills 	
School Culture and Climate	<ol style="list-style-type: none"> Administrative support Teamwork Teacher collaboration 	<ol style="list-style-type: none"> Behavior management techniques Consistent volunteers/workers in the sensory motor lab More academic supports and materials for bilingual classrooms 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> Highly qualified teachers New teachers feel supported Grade levels collaborate often through PLCs and cohorts/team meetings 	<ol style="list-style-type: none"> Reduce the teacher turnover rate. Focus on improving campus climate and culture More consistent feedback on data that can be easily accessed and analyzed Structured mentoring program for new staff members 	
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> Teachers take ownership of planning and understanding the curriculum Reading levels are assessed each month SGGR and SGGM implemented with consistency 	<ol style="list-style-type: none"> Students perform below FWISD's average for MAP NWEA Teacher's leveling of reading levels may be subjective More structure and guidance for writing lessons 	
Family and Community Involvement	<ol style="list-style-type: none"> Community partnerships with TCU, Tarleton, and 6 agencies Provides resources to families such as dog therapy, ballet/sports partnership, STEM Camp, family field trips, CIS, backpack club, clothes closet, and consistent referrals for FRC Grant recipient from TPW for our Nature Club initiative 	<ol style="list-style-type: none"> School seeks enrichment opportunities to impact students such multicultural festivities and artistically inclined enrichment activities Strategies are needed to organize and encourage volunteers to assist on campus School needs to identify creative strategies to engage students and families in a virtual setting 	
School Context and Organization	<ol style="list-style-type: none"> Experienced tutors and volunteers Students feel safe and loved; campus is well maintained and re-branded Great schedules and campus calendar 	<ol style="list-style-type: none"> More campus formulated interventions for students with social and behavioral issues Improve some parents' negative perception of school with more activities during the school day for parents to attend Increase student performance in reading, writing, and numeracy skills with consistent data analysis and tracking 	

Academic Excellence Goals

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

Campus Name: 221 - Western Hills Primary (Prek-1)

Principal: Kelly, Sonya

Executive Director: Valencia Rhines

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.	--	40.00	--	70	
	Percent of students in grades K-1 math on or above grade level as measured by MAP Skills will increase from beginning-of-year to end of year (baseline)				60	EOY
	Percent of students in Grades PK-1 writing on or above grade level as measured by campus benchmark writing samples will increase from beginning of -ear to end-of-year (baseline)				65	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 consistent support and professional development strategies to target students who fall below tier 1 in ELA and math through Region II Training opportunities.	Teachers will receive pull-out PD to focus on improved instruction in reading and writing through use of the F&P Literacy Continuum	Principal,Assistant Principal,Instructional Leadership	11/30/2020	Title I	5,000	Not Started	Students will gain a strong instructional foothold on core foundational skills in grades PK, K, and 1st grade.
2 Title I	Provide consistent support and professional development strategies to target students who fall below tier 1 in ELA and math through Region II Training opportunities.	Campus will purchase replenishment kits of the F&P Benchmark Assessment kits, which contain the F&P Continuum	Principal,Assistant Principal,Instructional Leadership	11/30/2020	Title I	4,000	Not Started	Students will gain a strong instructional foothold on core foundational skills in grades PK, K, and 1st grade.
3 Title I	Provide consistent support and professional development strategies to target students who fall below tier 1 in ELA and math through Region II Training opportunities.	Teachers will receive pull-out PD to focus on improved instruction in math with an emphasis of technological integration of strategies, as provided by Region 11 training opportunities		11/30/2020	Title I	5,000	Not Started	Students will gain a strong instructional foothold on core foundational skills in grades PK, K, and 1st grade.
4 Title I	Provide consistent support and tutoring to students who fall below tier 1 in ELA and math through dedicated tutor and resources	Tutors to close gaps in reading and math	Principal,Assistant Principal,Instructional Leadership	9/15/2020	Title I	5,500	Incomplete	Students will gain a strong instructional foothold on core foundational skills in grades PK, K, and 1st grade.
5 Title I	Provide consistent support and tutoring to students who fall below tier 1 in ELA and math through dedicated tutor and resources	Interactive manipulatives will be purchased to further engage students in class centers and stations who are flagged at risk	Principal,Assistant Principal	10/12/2020	SCE	3,372	Not Started	Students will gain a strong instructional foothold on core foundational skills in grades PK, K, and 1st grade.
6 Title I	Provide consistent support and tutoring to students who fall below tier 1 in ELA and math through dedicated tutor and resources	Online subscriptions to computer adaptive website will support students with special education needs to get instant feedback on literacy tasks		10/12/2020	Special Education	1,891	Not Started	Students will gain a strong instructional foothold on core foundational skills in grades PK, K, and 1st grade.

7	Title I	Provide consistent support and tutoring to students who fall below tier 1 in ELA and math through dedicated tutor and resources	Purchase basic replenishment items to accompany small tinker items to facilitate project based learning learning in second semester	Principal,Assistant Principal	10/12/2020	Gifted & Talented	29	Not Started	Students will gain a strong instructional foothold on core foundational skills in grades PK, K, and 1st grade.
8	Title I	Provide consistent support and tutoring to students who fall below tier 1 in ELA and math through dedicated tutor and resources	Purchase Leveled readers for DL leveled library	Principal,Instructional Leadership	10/19/2020	Bilingual	557	Not Started	Students will gain a strong instructional foothold on core foundational skills in grades PK, K, and 1st grade.
9	Title I	Provide consistent support and tutoring to students who fall below tier 1 in ELA and math through dedicated tutor and resources	Purchase supplies for general student support in the classrooms	Principal,Assistant Principal,Instructional Leadership	10/26/2020	Local (Basic Allotment)	11,734	Not Started	Students will gain a strong instructional foothold on core foundational skills in grades PK, K, and 1st grade.
10	Title I	Acquire more strategies to familiarize staff with disaggregation, data analysis, tracking, and planning	PD on data disaggregation with coverage of trainer class coverage	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	10/16/2020	Title I	1,000	Not Started	Students will make academic gains and understand how their performances can be tracked and goals established
11	Title I	Title I teacher will support campus initiatives and literacy instruction	Title I Teacher to provide literacy support to teachers and students	Principal,Assistant Principal,Instructional Leadership	9/15/2020	Title I	64,068	On Target	
12		Provide consistent support to students who have fallen short academically due to academic slips from COVID	TA to close gaps in Literacy, Writing, and Math			Title I	21,000		
13		Provide multiple sources of books for students to read books on their current reading level	Purchase supplies and technology for student learning support	Principal,Assistant Principal,Instructional Leadership	11/2/2020	Title I	10,445	Not Started	
14		Provide supplies and Lakeshore materials to teachers to generate and provide hands on activities for SPED students.	Purchase professional memberships to support foundational learning			Title I	2000.00		

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

Campus Name: 221 - Western Hills Primary (Prek-1)

Principal: Kelly, Sonya

Executive Director: Valencia Rhines

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	60	65	EOY
	Increase parental involvement to increase students' ELA performance by providing modeling and examples of reading strategies at home	35	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 Title I	Parent Liaison will provide help sessions for parents to promote strategic engagement when reading at home with the students.	Parent meetings and resources provided to parents to work with students at home.	Principal, Assistant Principal, Student Support Services	5/28/2021	Title I	10,000	Incomplete	Parents attitudes and perceptions about the importance of education and parental involvement will substantially change, resulting in more parental involvement with the school

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: 221 - Western Hills Primary (Prek-1)

Principal: Kelly, Sonya

Executive Director: Valencia Rhines

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from	6	8	May 2021
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	15	10	May 2021
	Health Related Elementary - (Target 75%) Percentage of the 30 health lessons Grades K-5 the school health teacher delivers will increase from	65	72	May 2021
	Maintain campus technological resources			

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	Counselor will partner with the counseling department to offer SEL based learning opportunities for the staff throughout the school year.	Brief after school PDs to support SEL	Principal,Assistant Principal,Teacher (s),Student Support Services	11/2/2020	Title I	2000.00	Not Started	Students will be taught to manage their emotions more effectively in classroom settings.
2 LEP	Dual language students will gain more opportunities to practice literacy strategies using resources that underscore comprehension strategies that have been previously taught in class.	Purchase supplemental Spanish reading materials and part time tutor	Principal,Assistant Principal	10/26/2020	Title I	6000.00	Not Started	Increased reading performance
3	Maintain adequate technological devices for students to integrate technology into their learning.	Replenish broken printers, document cameras, and tablets	Principal,Assistant Principal,Instructional Leadership	11/2/2020	Title I	11432.00	Not Started	Campus will replenish needed technology such as headphones, document cameras, listening stations, and printers

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:

