Fort Worth Independent School District

184 Worth Heights Elementary School

2021-2022 Campus Improvement Plan

Mission Statement

ALL students deserve high-quality instruction in a way that meets their needs.

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Average class size 18 students

Student Learning Summary

Worth Heights Elementary met standard for 2019 STAAR, received 2 distinctions and a grade of 86-B from TEA. Previously in 2018 WH received all 6 distinctions for STAAR and a grade of A.

Student literacy progress through strong fidelity to monitoring literacy levels grades K-3rd through Fountas and Pinnell assessment every 6 weeks. In addition, Accelerated Reader is used to support student reading motivation and grow independent reading levels. In reading and math STAAR assessments, students grade 3-5 have had a steady increase in scores over the past 5 years.

Student Learning Strengths

Worth Heights has many strenghts some of the many notable strengths in the area of student learning include:

- Strong fidelity to monitoring literacy levels grades K-3rd through Fountas and Pinnell assessment every 6 weeks.
- Data driven planning and intentional PLC processes
- Aligned and targeted instruction
- Continuously building a climate of instrinsically motivated students
  High student participation and engagement

- Low teacher attrition which leads to experience, knowledge and consistency
- Professional development that is focused on blended and virtual learning best practices
- Implementation of a detailed and specific COVID plan; instructional, wellness, and safety

  Resources purchased to enhance and ease virtual and in person learning (cordless microphones, tripods for recording, document

-Strong Family Communications Liaison that provides support and coordinates volunteer opportunities.

Perceptions Strengths

Worth Heights has many strenghts some of the many notable strengths in the area of Perceptions are:

- 85% of student feel supported through their relationships with with friends, family, and adults at school.
- 100% of staff inidcate Worth Heights has an inviting work environment (per stakeholder survey)
- 91% of staff indicate positive staff-leadership relationships.
- Strong FCL with connections to community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Worth Heights has a lack of direct parental involvement with only 30 members active in PTA, as well as 0 community partners actively involved. **Root Cause:** Decrease in the outreach and follow through to gain new members and community partners.

Priority Problem Statements

Problem Statement 1: In the 20-21 school year attendance has dropped for our Hispanic population from 96% school wide to 93.7 % as of April 2021 per ADQ data reports.

Root Cause 1: Inconsistent monitoring and incentivizing during a non traditional school year.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Current 20-21 4th grade Hispanic male reading students made 1 point growth from fall to winter which was 4.5 points below the projected growth based on 20-21 MOY MAP data.

Root Cause 2: The campus hasn't prioritized adapting instruction to meet the literacy needs of our 4th grade Hispanic males.

Problem Statement 2 Areas: Student Learning

Problem Statement 3

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goal 1: 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.

Performance Objective 2: Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 37% to 50% by May 2022.
Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 36% to 50% by May 2022.
Increase the percentage of English special education students or the student group that is most marginalized by instruction on our campus from 19 % to 35% by May 2022.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: BOY-MOY-EOY MAP Fluency data

Strategy 1 Details	Reviews
Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources. **Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten - Grade 3 students who Meet	

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 1: Increase the percentage of English PK students who score On Track on Circle Math from 65% to 70% by May 2022.

Increase the percentage of English ED students or the student group that is most marginalized by instruction on our campus from 65% to 70% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: BOY-MOY-EOY CIRCLE data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources. **Strategy's Expected Result/Impact:** Increase the percentage of English PK students who score On Track on Circle Math from 63% to 68% by May 2022. Increase the percentage of English ED students or the student group that is most marginalized by instruction on our campus from 60% to 65% by May 2022. **Staff Responsible for Monitoring:** Principal, AP, Data analyst, PK teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Current 20-21 3rd grade Hispanic male math students made 4 points growth from fall to winter which was 3.5 points below the projected growth based on 20-21 MOY MAP data. **Root Cause**: Lack of foundational math skills due to interruptions in instruction and inconsistent scaffolding.

Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 2: Increase the percentage of Kinder students who score On Track on TX-KEA Math from 32% to 70% by May 2022.

Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus from 41% to 70% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: BOY-MOY-EOY TX-KEA data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources. **Strategy's Expected Result/Impact:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 9% to 13% by May 2022. Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus from 2% to 7% by May 2022. **Staff Responsible for Monitoring:** Principal, AP, Data analyst, Kinder teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Current 20-21 3rd grade Hispanic male math students made 4 points growth from fall to winter which was 3.5 points below the projected growth base "

Goal 2: Early Math
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 3: Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 52% to 70% by May 2022.
Increase the percentage of special education students or the student group that is most marginalized by instruction on our campus from 34% to 50% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: BOY-MOY-EOY MAP Growth data

Strategy 1 Details	Reviews
Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources. **Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 31% to 35% by May 2022. Increase the percentage of special education students or the student group that is most marginalized by instruction on our campus from 20% to 25% by May 2022. **Staff Responsible for Monitoring:** Principal, AP, Data analyst, teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Substitutes - Title I (211) - 211-11-6112-0PD-184-30-510-000000;	

Goal 3: CCMR

Goal 3: CCMR
Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 34% to 60% by May 2022.
Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus from 37% to 50% by May 2022.

Evaluation Data Sources: 3rd-5th STAAR math reports and FWISD benchmark reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning, explicit lesson delivery and increase access to diverse instructional materials and resources. **Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 50% to 58% by May 2022. Increase the percentage of ELL students or the student group that is most marginalized by instruction on our campus from 48% to 55% by May 2022. **Staff Responsible for Monitoring:** Principal, AP, data analyst, teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1 **Funding Sources:** General Supplies - Title I (211) - 211-11-6399-04E-184-30-510-000000-22F10 - $13,714				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Current 20-21 3rd grade Hispanic male math students made 4 points growth from fall to winter which was 3.5 points below the projected growth based on 20-21 MOY MAP data. **Root Cause**: Lack of foundational math skills due to interruptions in instruction and inconsistent scaffolding.

Goal 4: Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 1: Decrease the number and percentage of students who are chronically absent from 20% to 16% by May 2022.
Decrease the number and percentage of ED students or the student group that is most marginalized by instruction on our campus from 21% to 16% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: ADQ attendance reports, FWISD FOCUS attendance reports, Panorama survey reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Family Communications Liaison and staff will collaborate to provide targeted parent engagement strategies to all families that create a greater sense of belonging and increase awareness on the importance of daily attendance and parent partnerships. **Strategy's Expected Result/Impact:** Decrease the number and percentage of students who are chronically absent from 19% to 15% by May 2022. Decrease the number and percentage of ED students or the student group that is most marginalized by instruction on our campus from 19% to 15% by May 2022. **Staff Responsible for Monitoring:** Principal, AP, Counselor, Data analyst, teachers, Clerk, FCL **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1				

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: In the 20-21 school year attendance has dropped for our Hispanic population from 96% school wide to 93.7 % as of April 2021 per ADQ data reports. **Root Cause**: Inconsistent monitoring and incentivizing during a non traditional school year.

Goal 4:

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 3: Decrease the number of in and out of school suspensions for ELL students or the student group that is most marginalized on our campus (gender, race, program, other) from 0% to 0% by May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: ADQ data reports, FOCUS discipline reports

Strategy 1 Details	Reviews
Strategy 1: Create classrooms that promote culturally responsive learning and increase student engagement through equitable access to diverse instructional materials and resources. **Strategy's Expected Result/Impact:** Decrease the number of in and out of school suspensions for ELL students or the student group that is most marginalized on our campus (gender, race, program, other) from 0% to 0% by May 2022. **Staff Responsible for Monitoring:** Principal, AP, Counselor, teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics	

Goal 4: Learning Environment (based on the BOE constraints)
Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Performance Objective 4:

Site-Based Decision Making Committee

Committee Role	Name	Position

Committee Role	Name	Position
Community Representative 1		

Campus Funding Summary

Title I (211)						
Goal	**Objective**	**Strategy**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	2	1	Title 1 Teacher Assistant	Teacher Assistant	211-11-6129-04E-184-30-510-000000-22F10	$18,310.00
1	2	1	Culturally relevant and updated library books	Reading materials for library use	211-12-6329-04E-184-30-510-000000-22F10	$6,000.00
1	3	1	General Supplies	Supplies and materials for instructional use	211-11-6399-04E-184-30-510-000000-22F10	$14,000.00
1	3	1	Data Analyst	Data Analyst	211-13-6119-04E-184-30-510-000000-22F10	$75,026.00
2	3	1	Substitutes	Subs for professional development	211-11-6112-0PD-184-30-510-000000-22F10	$8,000.00
3	1	1	Reading Materials for the classroom: chapter books, Scholastic News, Dynamath, Accelerated Reader, etc.	Reading materials for classroom use	211-11-6329-04E-184-30-510-000000-22F10	$15,000.00
3	2	1	Substitutes			