Fort Worth Independent School District

221 Western Hills Primary School

2023-2024 Improvement Plan

Accountability Rating: Not Rated

Mission Statement

We, the community of Western Hills Primary, are dedicated to providing a positive and warm climate that is conducive to learning by incorporating strong teaching methodology and high

Comprehensive Needs Assessment

Revised/Approved: September 20, 2023

Demographics Summary

Western Hills Primary was opened in August of 2000 and is designed to serve ECSE students along with Pre-Kindergarten through First grade students. The campus was built due to the community's need for another campus.

A vote was made to keep "Western Hills" as part of the school's name. Parents, students, and faculty voted to make Western Hills Primary school colors blue and silver and the school mascot the Dolphin.

Our students will feed into Leonard MS and Western Hills High School. We are a part of the Western Hills Pyramid.

Western Hills Primary is one the largest attendance zones in Fort Worth ISD in which we pride ourselves on being a culturally diverse campus filled with different ethnicities, creeds, and cultures.

Western Hills Primary provides Regular Programming, Dual-Language (One-Way), English as a Second Language, and Special Education for over 400 students.

⅃Ⅎ
Economically Disadvantaged 98.2%

English Learners 38.7%

Special Education 11%

Gender: Females- 230 Males- 219

Staff: African American 18.4% Hispanic 31.4% White 48.1% Two or More 2.1%

Demographics Strengths

Western Hills Primary has various programs at our school that meet varying needs of our students. Services provided include Dual Language, ESL, GT and SPED. These programs align with our belief that all students can learn when their differentiating needs and interests are considered. This school year we started after school clubs to provide our students a sense of belonging. We provided 15+ clubs including a step team of over 40+ students that have performed at numerous district events this year. Our SBDM consist of various stakeholders such as parents,staff members, district members, community and business members. The SBDM committee meets for a minimum of six times per year to create,monitor, and adjust our CIP as needed. We provide monthly activities for families to engage with our school community. We offer a peace corner in every classroom and school wide peace room. We have a state of the art playground built by the hands of our community. We have an orchid and gardening beds. We have a very strong partnership with over 20+ community organizations within our school boundaries. Some of these partnerships include: Clayton Yes!, who provides after school care services for our students free of charge through a grant; Academy 4, which provides First4Families a six week parenting class for parents; Junior League of Fort Worth supports our campus through their Junior Mints program. We have volunteers who complete various tasks for our students, teachers and campus throughout the year. The Hills Church West Fort Worth which supports our campus throughout the year by providing our faculty member with supplies, beautification of the campus, and volunteer work around the campus. They have also sponsored various teachers and classrooms providing human and fiscal resources.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance for the 2022-23 school year was at 88% but still remains below the 95% ADA goal . Our grades with the lowest percentages are PreK with 87.7% ADA and Kindergarten with 88.2% . **Root Cause:** Campus needs to reevaluate current systems in place to track and monitor student attendance. (Our campus has a 38% transient rate)

Problem Statement 2 (Prioritized): Only 24% of our Emergent Bilingual students in Kindergarten met or exceed their EOY MAP projected growth. **Root Cause:** The campus lacked an adequate aam { Ô

Student Learning Summary

As we enter the 2023-2024 school year, our teachers will be in their second year of implementation of the newly adopted curriculums (Amplify-Reading and Eureka-Math). Both programs exposed students to a more robust, rigorous, and culturally relevant text and materials. In 2022-2023 our school was not rated but as a campus we realized a 10-point increase in overall campus score. We experienced growth in all grade-levels as evidenced by the MAP data presented below, specifically when looking at the Beginning of the Year (BOY) to the End of the Year (EOY) MAP data. There was also observable growth in our English Language Learners in grade-levels second and third.

2021-2022 Report Card Overall- (65 improved from 55 the previous year.)

Student Achievement- 48

School Progress- 65

Closing the Gaps- 65

2022-2023 MOY SPANISH READING MAP

All Kinder- BOY 132.1 to MOY 138 Growth7%

All 1st - BOY 151 to MOY 159.4 Growth 8%

2022-2023 MOY ENGLISH READING MAP

All Kinder-BOY 132.3 to MOY 137.8 Growth 6%

All 1st-BOY 144.8 to MOY 152.9 Growth 8%

2022-2023 MOY MATH ENGLISH

All Kinder- BOY 134.3 to MOY 143 Growth 9%

All 1st- BOY 150.3 to MOY 157.8 Growth 8%

Student Learning Strengths

Based on MOY CLI Engage data, our Pre-K students are making progress across the phonological awareness submeasures showing a 12% increase from the BOY to the EOY. 85% of our Regular Program Pre-K students are on track in the phonological awareness submeasures of the EOY CLI Engage data. Beginning of the year Lexia data showed we had 78% of our students who were working on content below grade level and it has been decreased to only 30% below. 70% of students are now working on grade level or above material. There is a 6% increase in students meeting and exceeding growth projections in EOY MAP data (Math) for Kindergarten. There is an 8% increase in students meeting and exceeding growth projections in EOY MAP data (Reading) for

Perceptions Summary

Priority Problem Statements

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Study of best practices

District Goals

Revised/Approved: October 15, 2023

District Goal 1: 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.

School Performance Objective 1: Based on the EOY CIP Companion Guide, Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 85% to 88% by May 2024.
Based on the EOY CIP Companion Guide, Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 98 % to 100% by May 2024.
Based on the EOY CIP Companion Guide, Increase the percentage of African American students On Track on Circle Phonological Awareness from 80% to 85% by May 2024.

Evaluation Data Sources: CIP Companion Guide

Strategy 1: All teachers will be provided with training in best practices to support students in phonemic and phonological awareness skills.

Strategy's Expected Result/Impact: Overall scores in CLI Engage Phonological Awareness sub measures will increase to meet the benchmark goal by the end of the school year

Staff Responsible for Monitoring þ ɪ ȳ ɘ ζ n CƧ 4 .

District Goal 1: 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.

School Performance Objective 2: Based on the EOY CIP Companion Guide, Increase the percentage of Kindergarten - Grade 1 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 25% to 30% by May 2024 Based Based on the EOY CIP Companion Guide, Increase the percentage of Kindergarten - Grade 1 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 31% to 35 % by May 2024.
Based on the EOY CIP companion Guide, Increase the percentage of African American students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 23% to 28% by May 2024.

High Priority

Evaluation Data Sources: CIP Companion Guide

Strategy 1: Improve quality of Tier 1 instruction by developing the capacity of PreK - Grade 1 teachers to implement district curriculum and approved resources (Amplify, Literacy Framework, Reading Academies, Creative Curriculum, etc.)

Strategy's Expected Result/Impact: Performance Objectives met ensuring that students meet end of year benchmark goals

Staff Responsible for Monitoring: Administrator, Instructional Coaches

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
- **Targeted Support Strategy**

Problem Statements: School Processes & Programs 1, 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Ensure 100% of required teachers/staff enroll, attend and progress through required foundational and follow-up priority professional learning for literacy (Amplify, Reading Academies, Creative Curriculum) by November 30, 2023 (first semester) and (second semester). **Intended Audience:** All Teachers **Provider / Presenter / Person Responsible:** Vendors **Date(s) / Timeframe:** Ongoing				

No Progress Accomplished Continue/Modify

Strategy 2: Provide high quality tutoring to students not making progress or growth on MAPs, Lexia and/or classroom observations.

Strategy's Expected Result/Impact: Increase in student achievement as evidenced by end of year benchmark goals

Staff Responsible for Monitoring: Administrator, Instructional Coaches, Data Analyst

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Only 24% of our Emergent Bilingual students in Kindergarten met or exceed their EOY MAP projected growth.

District Goal 1: 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.

School Performance Objective 3: Based on the EOY CIP Companion Guide Increase the percentage of Kindergarten through Grade 1 students who meet or exceed projected growth on MAP Growth Reading in English from 28% to 33% by May 2024.
Based on the EOY CIP Companion Guide Increase the percentage of Kindergarten through Grade 1 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 28% to 33% by May 2024.
Based on the EOY CIP Companion Guide Increase the percentage of African American students who meet or exceed projected growth on MAP Growth Reading from 25% to 30% by May 2024.

Evaluation Data Sources: CIP Companion Guide

Strategy 1: Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring , adjustment of instruction, check for understanding and rigorous instruction is occurring everyday.

Strategy's Expected Result/Impact: Performance Objectives Met

Staff Responsible for Monitoring: Administrators, Instructional Coaches, Data Analyst

Title I:
2.4, 2.6
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 5: Effective Instruction
- **Targeted Support Strategy**

Problem Statements: Demographics 2 - School Processes & Programs 1, 2

Action Step 1 Details	Reviews

Action Step 2 Details	Reviews
Action Step 2:	

Action Step 1 Details	

District Goal 2: 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.

School Performance Objective 1:

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

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: All Kindergarten Teachers will assess students in EOY KEA to support data tracking of students meeting EOY benchmark goals **Intended Audience:** Kindergarten Teachers, Staff, Kindergarten Students **Provider / Presenter / Person Responsible:** Kindergarten Teachers, Instructional Coaches **Date(s) / Timeframe:** May 15				

No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Only 24% of our Emergent Bilingual students in Kindergarten met or exceed their EOY MAP projected growth. **Root Cause**: The campus lacked an

District Goal 2: 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.

School Performance Objective 3: Based on the EOY CIP Companion, Increase the percentage of Kindergarten - Grade 1 students who Meet or Exceed projected growth on MAP Growth from 30% to 35% by May 2024.
Based on the EOY CIP Companion, Increase the percentage of African American students from 28% to 33% by May 2024.

High Priority

Evaluation Data Sources: CIP Companion Guide

Strategy 1: Conduct targeted professional development geared towards analyzing MAP data scores and determining student needs based on the data.

Strategy's Expected Result/Impact: Performance Objectives Met resulting in students meeting end of year benchmark goals

Staff Responsible for Monitoring: Administrator, ILT, Instructional Coaches

Title I:
2.4, 2.5, 2.6
- **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction
- **Targeted Support Strategy**

Problem Statements: Demographics 2, 3 - School Processes & Programs 1 - Perceptions 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 1: Build capacity in all teachers through targeted training in high quality Tier 1 instructional practices utilizing the district curriculum and approved resources (Amplify, Literacy Framework, Reading Academies). **Intended Audience:** Kindergarten and Grade 1 Teachers **Provider / Presenter / Person Responsible:** Instructional Coaches **Date(s) / Timeframe:** Ongoing				

No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 3 Problem Statements:

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

Date(s) / Timeframe: August 2023-June 2024

Funding Sources: - Title I (211) - 211-11-6399-04E-221-30-510-000000-24F10 - $2,500, - SPED (199 PIC 23) - - $1,115

No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Only 24% of our Emergent Bilingual students in Kindergarten met or exceed their EOY MAP projected growth. **Root Cause**: The campus lacked an adequate amount of supplemental resources that support the various world languages we support (included but not limited to Farsi, Pashto, Swahili, Portuguese).
Problem Statement 3: Only 17% of our Emergent Bilingual students in Grade 1 met or exceeded their EOY MAP projected growth. **Root Cause**: The campus lacked an adequate amount of supplemental resources that support the various world languages we support (included but not limited to Farsi, Pashto, Swahili, Portuguese).
Student Learning
Problem Statement 1: In 2022-2023 Lexia data shows we have 82% of our students not meeting end of the year, grade level benchmark. **Root Cause**: Teachers are struggling to implement high quality Tier 1 instruction and are in need of training regarding checking for understanding, building relationships, reading strategies, and providing early intervention.
Problem Statement 2: In 2022-2023, the middle of the year CLI Engage data shows that 51% of students in Pre-K need support in Phonological Awareness syllabication. **Root Cause**: Additional Professional Development, modeling, and a system to monitor the implementation of academic initiatives that impact the quality of Tier 1 instruction is needed.
School Processes & Programs
Problem Statement 1: In 2022-2023, 93% K-1st students remained in foundational skills on MAP reading Fluency after the MOY assessment. **Root Cause**: Teachers need resources and training to provide students more opportunities to build foundational skills.
Problem Statement 2: Through campus instructional rounds all grade levels observed a lack of student engagement in classrooms lesson. **Root Cause**: Training in the gradual release model, and student engagement is needed. In addition, teachers are not explicitly planning for student engagement in their lesson plan.
Perceptions
Problem Statement 2: 81% of teachers do not believe they can easily change their teaching style to meet the needs of a particular class as evidenced by the campus survey. **Root Cause**: Teachers need to be provided continued training that allows them to refine and perfect their craft.

Lever 3: Positive School Culture, Lever 5: Effective In ĝ Lever 3: Posiever ˛

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 89% to 93% by May 2024.

Strategy 1: Fun Friday: Students who are at school each week on time will be given a small incentive.
Campus wide attendance point system will be implemented. Each day a student is present they will receive a point. Students with perfect attendance will be eligible to "level up" throughout the school year and double their points to earn bigger incentives. Students with perfect attendance will be recognized each six

Action Step 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2: Hire a family engagement specialist to design, coordinate, oversee, and direct the programs that encourage family and parental involvement in the school & provide ongoing educational programs to immediate family members **Intended Audience:** Students, Families **Provider / Presenter / Person Responsible:** Admin **Date(s) / Timeframe:** August 2023-June 2024 **Funding Sources:** - Title I (211) - 211-61-6129-04L-221-30-510-000000-24F10 - $28,035				

No Progress

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2:

Date(s) / Timeframe: August 15

Funding Sources: - Title I (211) - 211-13-6299-04E-221-30-510-000000-24 M

Title I:
2.4, 2.5, 2.6, 4.1, 4.2
- **TEA Priorities:**
Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
- **Targeted Support Strategy**

Problem Statements: Student Learning 1 - School Processes & Programs 1, 2 - Perceptions 2

Action Step 1 Details	Reviews
Action Step 1:	

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 3: Decrease the number in school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 72% to 30% by May 2024.

School Processes & Programs

Problem Statement 2: Through campus instructional rounds all grade levels observed a lack of student engagement in classrooms lesson. **Root Cause**: Training in the gradual release model, and student engagement is needed. In addition, teachers are not explicitly planning for student engagement in their lesson plan.

Perceptions

Problem Statement 2: 81% of teachers do not believe they can easily change their teaching style to meet the needs of a particular class as evidenced by the campus survey. **Root Cause**: Teachers need to be provided continued training that allows them to refine and perfect their craft.

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 4: Increase the number of student and parent engagement activities by 10% during and outside of regular school hours, as evidenced by participation in key strategic events and programs by May 2024.

Strategy 1: Implement monthly engagement activities for all students grades PreK - Grade 1 to cultivate a positive school learning experience.

Strategy's Expected Result/Impact: Build a sense of belonging for students

Staff Responsible for Monitoring: Administrator

Title I:
4.1, 4.2
- **TEA Priorities:**
Improve low-performing schools
- **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
- **Targeted Support Strategy**

Problem Statements: School Processes & Programs 2 - Perceptions 2

Action Step 2 Details	Reviews
Action Step 2: Purchase utensils, decor and materials to support implementation of monthly engagement activities **Intended Audience:** Community, Families, Students **Provider / Presenter / Person Responsible:** Admin, Teachers, Staff **Date(s) / Timeframe:** August 2023-June 2024 **Funding Sources:**	

District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

Provider / Presenter / Person Responsible: Teachers, Staff
Date(s) / Timeframe: August 2023-June 2024

Funding Sources: - Title I (211) - 211-11-6396-04E-221-30-510-000000-24F10 - $3,000

No Progress Accomplished Continue/Modify Discontinue

School Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 2: Through campus instructional rounds all grade levels observed a lack of student engagement in classrooms lesson. **Root Cause**: Training in the gradual release model, and student engagement is needed. In addition, teachers are not explicitly planning for student engagement in their lesson plan.

Campus Funding Summary

Title I (211)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	2	2	2		Subs for supplemental instruction	211-11-6112-04E-221-30-510-000000-24F10	$5,500.00
1	2	2	3		Snacks or incentives for students	211-11-6499-04E-221-30-510-000000-24F10	$2,500.00
3	1	1	2		Supplies and materials for instructional use	211-11-6399-04E-221-30-510-000000-24F10	$2,500.00
4	1	1	1		Snacks or incentives for students	211-11-6499-04E-221-30-510-000000-24F10	$2,000.00
4	1	1	2		Family Engagement Specialist	211-61-6129-04L-221-30-510-000000-24F10	$28,035.00
4	2	1	2		Contracted professional development	211-13-6299-04E-221-30-510-000000-24F10	$3,000.00
4	2	2	1	Personnel	Teacher Assistant	211-11-6129-04E-221-30-510-000000-24F10	$43,600.00
4	2	3	1	Professional Development	Contracted professional development	211-13-6299-04E-221-30-510-000000-24F10	$5,157.78
4	3	1	1	Professional Development	Contracted professional development	211-13-6299-04E-221-30-510-000000-24F10	$5,000.00
4	4	1	1		Snacks or incentives for students	211-11-6499-04E-221-30-510-000000-24F10	$5,500.00
4	4	1	1		Extra duty for family engagement activities after hours	211-61-6116-04L-221-30-510-000000-24F10	$5,500.00
4	4	1	2		Supplies and materials for parental involvement	211-61-6399-04L-221-30-510-000000-24F10	$4,114.00
4	5	1	1		Supplies and materials for instructional use	211-11-6399-04E-221-30-510-000000-24F10	$4,000.00
4	5	1	2		Technology for instructional use	211-11-6396-04E-221-30-510-000000-24F10	$3,000.00
						Sub-Total	$119,406.78
						Budgeted Fund Source Amount	$119,406.78

Title I (211)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
						+/- Difference	$0.00

SCE (199 PIC 24)							
District Goal	**School Performance Objective**	**Strategy**	**Action Step**	**Resources Needed**	**Description**	**Account Code**	**Amount**
1	3	1	2		Supplies and materials for instructional use		