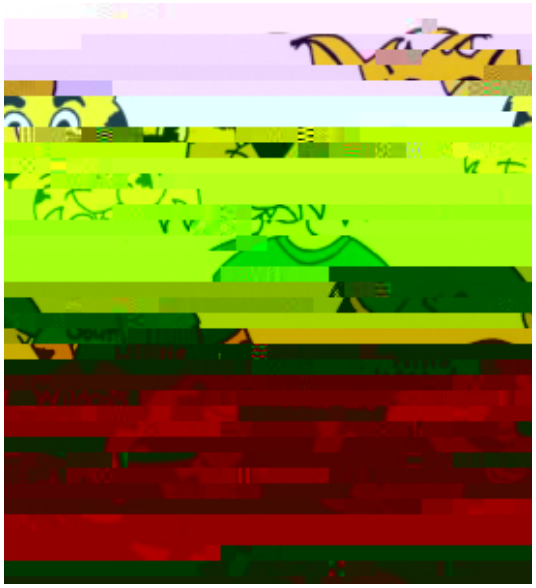
Fort Worth Independent School District

167 South Hills Elementary School

2023-2024 Improvement Plan

Accountability Rating: B



Mission Statement

As a school community, we will collaborate to foster rigorous student learning and ensure success academically, socially and emotionally for EVERY STUDENT, EVERY DAY!

Vision

We will empower well-rounded, confident and responsible students who aspire to achieve their full potential.

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Campus Funding Summary 45

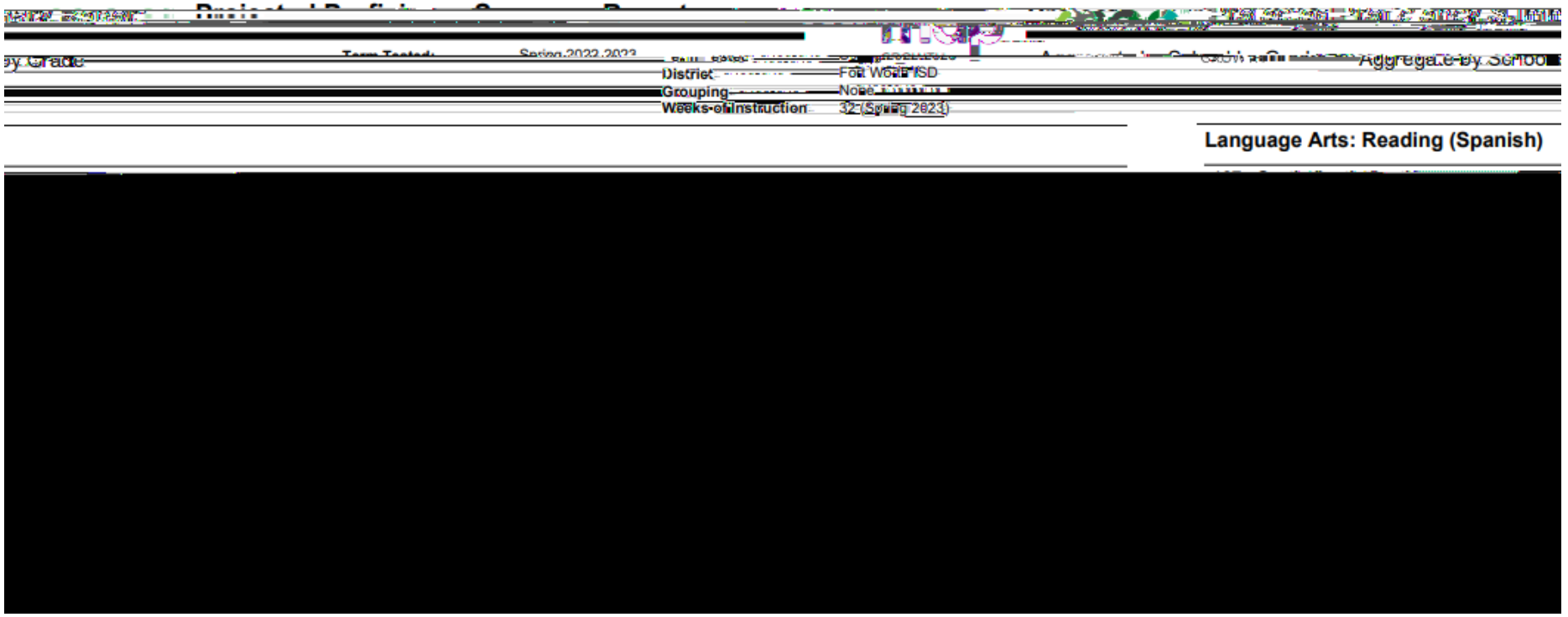
Comprehensive Needs Assessment

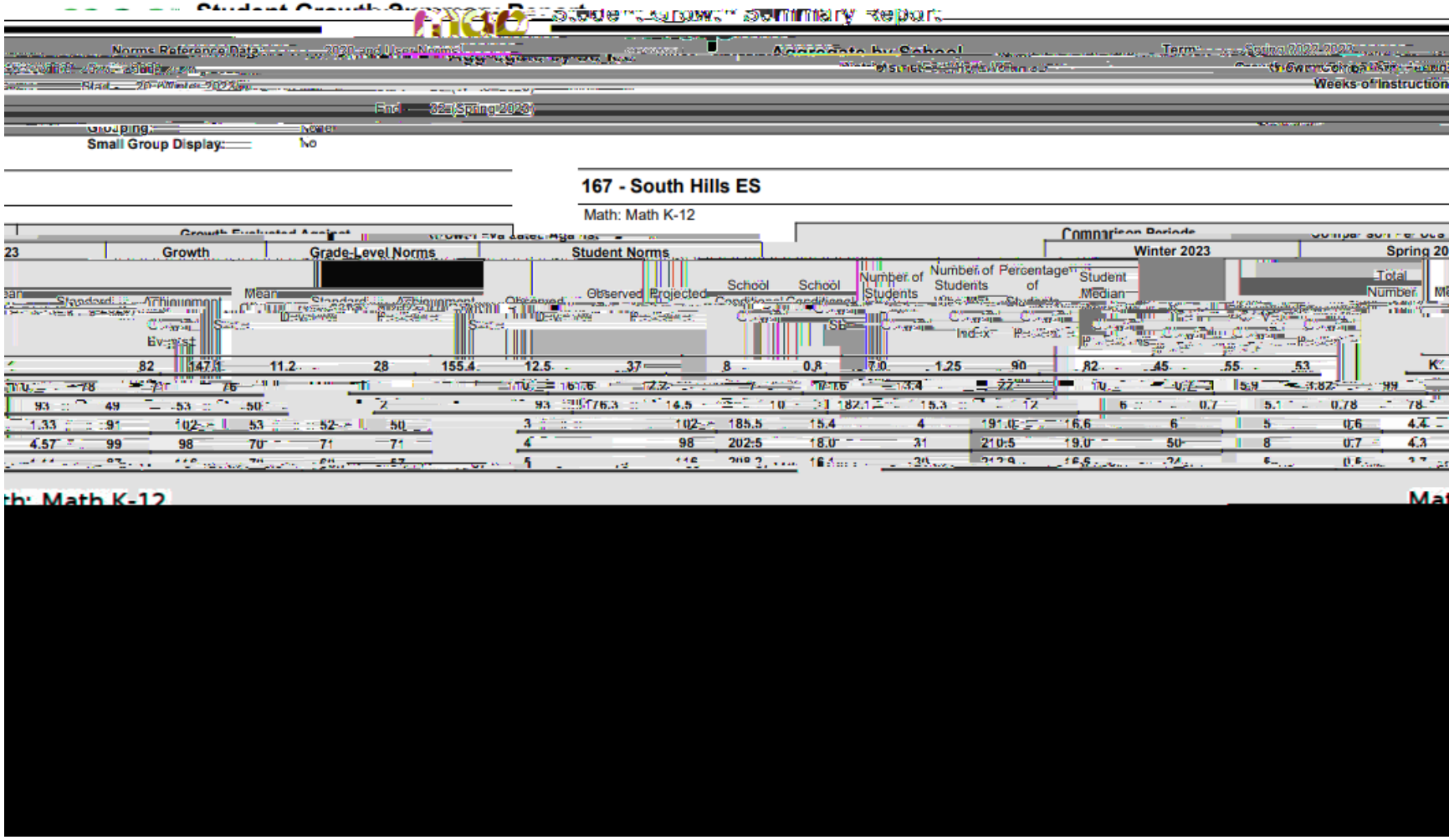
5HYLVHG $SSURYHG $XJXVW

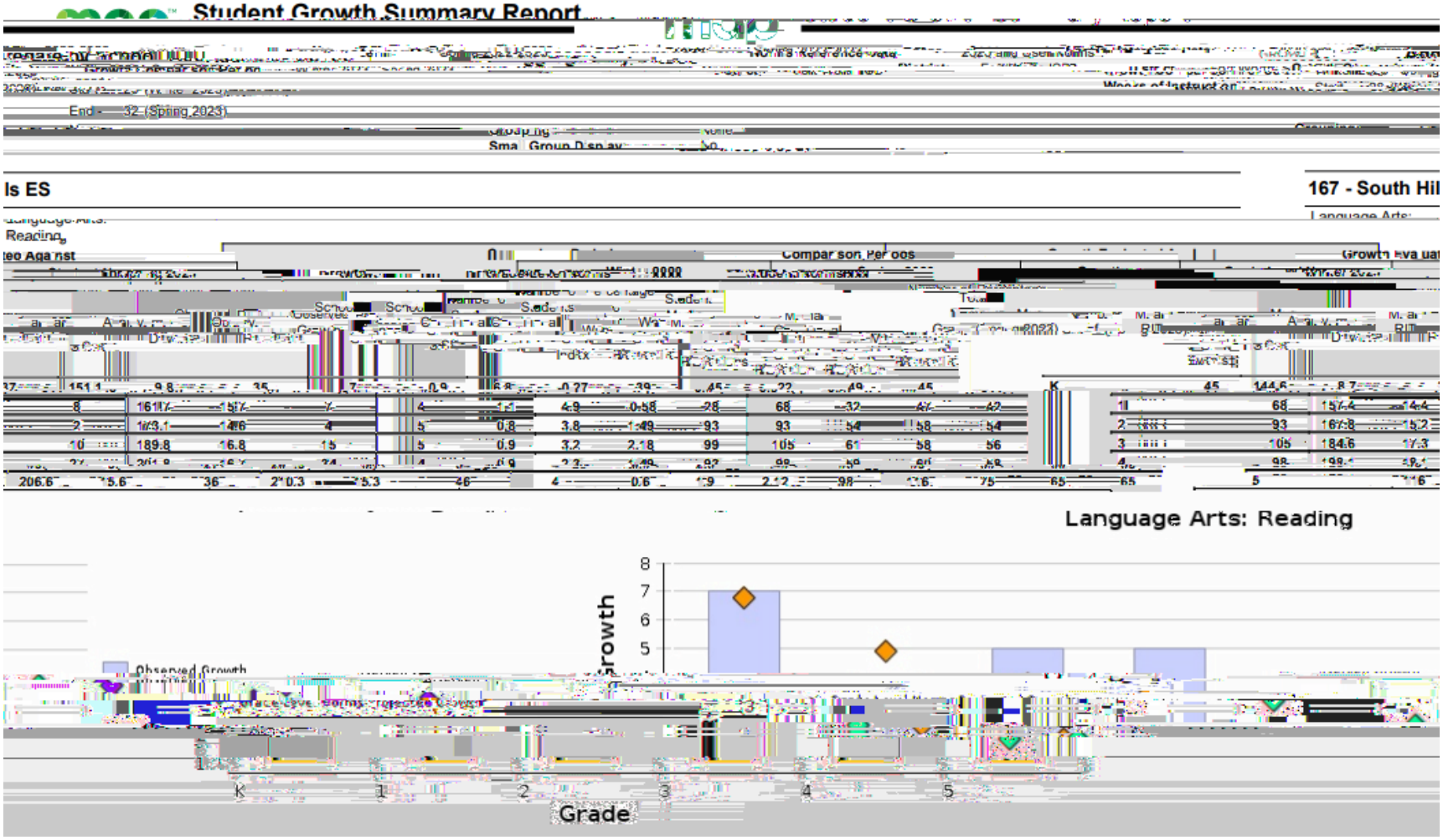
'HPRJUDSKLFV 6XPPDU\

South Hills is comprised of 675 students of which 89% are Economically Disadvantaged. Our student population is 89% Hispanic, 3% African American, 7% White and 1% Two or more races. 48% of our students are English Learners, with 45% being serviced in Bilingual classrooms. We have 7% of students on 504 and 5% Dyslexia and 10% receiving SPED services. 4% of our students are identified Gifted and Talented. Our Campus Mobility Rate is 13%

Projected Proficiency Summary Report
Language Arts: Reading


Term Tested: Spring 2022-2023
District: Fort Worth ISD
Grouping: Non-Duplicated
Weeks of Instruction: 32 (Spring 2023)
Aggregate by School
Language Arts: Reading (Spanish)


Norms Reference Data:
Aggregate by School
Term:
Weeks of Instruction
End: 32 (Spring 2023)
Grouping:
Small Group Display: No
167 - South Hills ES
Math: Math K-12
Growth
Grade-Level Norms
Student Norms
Winter 2023
Spring 20
Mean
Observed Growth
Projected Growth
Number of Students
Number of Students
Percentage of Students
Student Median
Total Number
82 147.1 11.2 28 155.4 12.5 37 8 0.8 7.0 1.25 90 82 45 55 53
93 49 53 50 2 93 176.3 14.5 10 182.1 15.3 12 6 0.7 5.1 0.78 78
1.33 91 102 53 52 50 3 102 185.5 15.4 4 191.0 16.6 6 5 0.6 4.4
4.57 99 98 70 71 71 4 98 202.5 18.0 31 210.5 19.0 50 8 0.7 4.3



6WXGHQW /HDUQLQJ 6WUHQJWKV

- B Campus / Tier 1

- Technology Integration in instructional delivery

- Technology 1:1

- Instructional Coaches and administrators activley engage teachers by building capacity in Tier 1 Instructional alignment

- Our focus has remained on instructional alignment and data-driven, research-based instructional practices

- Lexia Core 5 and DreamBox Competition

- Effective testing calendars and strong communication with Data Analyst

3 U R E O H P 6 W D W H P H Q W V , G H Q W L I \ L Q J 6 W X G H Q W / H D U Q L Q J 1 H H G V

3 U R E O H P 6 W D W H P H Q W Teachers are carrying the cognitive lift and not allowing students to engage in productive struggles. 5 R R W &D XVH Students are not exposed to consistent teaching in the areas of listening, speaking, reading, writing and thinking.

3 U R E O H P 6 W D W H P H Q W PLC cycles are inconsistent and do not always support student and teacher learning. 5 R R W &D XVH PLCs don't consistently follow a specific cycle or adhere to the PLC framework.

- 001 Processes & Programs Summary

6FKRRO 3URFHVVHV 3URJUDPV 6XPPDU\

- District Curriculum Frameworks

- DreamBox and Lexia Core 5

- Classroom Data sheets

3UREOHP 6WDWHPHQWV ,GHQWLI\LQJ 6FKRRO 3URFHVVHV 3URJUDPV 1HHGV

3UREOHP 6WDWHPHQW 1 Interventions were started later in the year and progress monitoring was not conducted or monitored with fidelity. **5RRW &DXVH** Entering and completing the MTSS process is time consuming and teachers often times hold off and monitor student progress rather than begin the process.

3UREOHP 6WDWHPHQW 2 Discipline has become more of a campus-wide concern and teachers feel that consequences are lacking and there has been an increase in students being sent to the office. **5RRW &DXVH** Teachers do not have a clear understanding of the discipline procedures or in class restoritive practices that could be used.

Priority Problem Statements

3 U R E O H P 6 W D W H P H Q W There is a gap in the communication between parents and teachers because each party bypasses the other and goes straight to administration with their concerns.

5 R R W & D X V H We have a veteran staff that tends to have a fixed mindset in the areas of diversity, cultural awareness and SEL.

3 U R E O H P 6 W D W H P H Q W Demographics $ U H D V

3 U R E O H P 6 W D W H P H Q W Teachers are carrying the cognitive lift and not allowing students to engage in productive struggles.

5 R R W & D X V H Students are not exposed to consistent teaching in the areas of listening, speaking, reading, writing and thinking.

3 U R E O H P 6 W D W H P H Q W Student Learning $ U H D V

3 U R E O H P 6 W D W H P H Q W Interventions were started later in the year and progress monitoring was not conducted or monitored with fidelity.

5 R R W & D X V H Initiating and completing the MTSS process is time consuming and teachers often times hold off and monitor student progress rather than begin the process.

3 U R E O H P 6 W D W H P H Q W School Processes & Programs

3 U R E O H P 6 W D W H P H Q W Faculty and staff have low trust in each other and are disinterested in doing anything extra.

5 R R W & D X V H There are pockets of low trust and low moral that are having a big impact on the rest of the staff when partnered with the level of exhaustion that teachers are feeling.

3 U R E O H P 6 W D W H P H Q W Perceptions $ U H D V

3 U R E O H P 6 W D W H P H Q W PLC cycles are inconsistent and do not always support student and teacher learning.

5 R R W & D X V H PLCs don't consistently follow a specific cycle or adhere to the PLC framework.

3 U R E O H P 6 W D W H P H Q W Student Learning $ U H D V

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

,PSURYHPHQW 3ODQQLQJ 'DWD

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

$FFRXQWDELOLW\ 'DWD

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
  Closing the Gaps Domain

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Other additional data

6WUDWHJLF GLUHFW DQG H[SOLFLW GDLO\ LQVWUXFWLRQ WKURXJK WKH LPSOHPH
WR LPSURYH IOXHQF\ DQG OLWHUDF\ FRPSUHKHQVLRQ LQ DOO 3UH. FODVVURRPV WK

6WUDWHJ\ ([SHFWHG 5HVXOW Increase the percentage of Dual Language Pre-K students who score On Track on Circle Phonological Awareness

6WDII 5HVSRQVLEOH Instructional Leadership Team

7LWOH ,
2.4, 2.6
- 7($ 3UL RULWLHV
Build a foundation of reading and math
- (6) /HYHUV
Lever 5: Effective Instruction

6WXGHQW /HDUQLQJ
3UREOHP 6WDWHPHQW • Teachers are carrying the cognitive lift and not allowing students to engage in productive struggles. 5RRW &DXVH • Students are not exposed to consistent teaching in the areas of listening, speaking, reading, writing and thinking.
3UREOHP 6WDWHPHQW • PLC cycles are inconsistent and do not always support student and teacher learning. 5RRW &DXVH • PLCs don't consistently follow a specific cycle or adhere to the PLC framework.

'LVWULFW*RDO: Kindergarten - Grade 3 will increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators.

6FKRRO3HUIRUPDQFH*RDO2EMHFWLYH: Kindergarten - Grade 3 will increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators.
)OXHQF\ LQGLFDWRUV LQ (QJOLVK IURP WR DQG LQ 6SDQLVK IURP WR E\
,QFUHDVH WKH SHUFHQWDJH RI 63(' VWXGHQWV ZKR 0HHW RU ([FHHG JUDGH OHYHO
0D\

+LJK 3ULRULW\

(YDOXDWLRQ 'DWD: MAP Fluency BOY, MOY, EOY

6WUDWHJLF*RDO: Kindergarten - Grade 3 will improve the quality and alignment of Tier I instruction for all students in the FWISD Instructional Framework to ensure explicit, consistent, and rigorous core classroom daily.

6WUDWHJ\ V ([SHFWHG5HVXOW: Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators.

6WDII5HVSRQVLEOH: Instructional Leadership Team

7LWOH ,
2.4, 2.6
- 7($ 3ULRULWLHV
Build a foundation of reading and math
- (6) /HYHUV
Lever 5: Effective Instruction

3UREOHP6WDWHPHQW: Student Learning

$FWLRQ6WHS 'HWDLOV	5HYLHZV			
	)RUPDWLYH			6XPPDW
	1RY	-DQ	0DU	-XQH
$FWLRQ6WHS: Kindergarten - Grade 3 teachers will attend the required professional learning for and successfully implement Amplify. 2. By September 1, 2023, Russell and Flores will develop a system for observation / feedback cycles by administration and campus created classroom environment checklist. ,QWHQGHG6WXGHQW*URXS: Kindergarten - Grade 3 teachers, students 3URYLGHU: Instructional Leadership Team 'DWH V7LPHOLQH: August 2023 - May 2024 &RORDERUDWLQJ6WDNHKROGHUV: Leading & Learning 'HOLYHU\0HWKRG: Face-to-Face				

6WUDWHJLF ([HFXWLRQ 3ODQ

6WUDWHJ\ V ([SHFWHG 5HVXOW 0HDVXUH(V) Increase the percentage of SPED students who Meet or Exceed grade level expectations (specified in IEP) on key MAP Fluency indicators.

6WDII 5HVSRQVLEOH Instructional Leadership Team, SPED team, teachers

7LWOH ,
2.4, 2.6

- 7($ 3ULRULWLHV
Build a foundation of reading and math

- (6) /HYHUV
Lever 5: Effective Instruction

3UREOHP 6WDWHPHQW(V) Student Learning

$FWLRQ 6WHS 'HWDLOV	5HYLHZV			
$FWLRQ 6WHS Use BOY and MOY data to create intervention plans with progress monitoring measures that are documented through Branching Minds and monitored by administrators to ensure fidelity. , QWHQGHG 2XWFRPH(V) Kinder - 3rd grade 3URYLGHU 3HUVRQ(V) Instructional Leadership Team 'DWH V 7LPHOLQH(V) August 2023 - May 2024 'HOLYHU\ 0HWKRG Face to Face	)RUPDWLYH			6XPPDWLYH
	1RY	-DQ	0DU	-XQH

$FWLRQ 6WHS 'HWDLOV	5HYLHZV
$FWLRQ 6WHS	

6WXGHQW /HDUQLQJ	
3UREOHP 6WDWHPHQW	Teachers are carrying the cognitive lift and not allowing students to engage in productive struggles.

6WXGHQW /HDUQLQJ	
3UREOHP 6WDWHPHQW	&DXVH
Teachers are carrying the cognitive lift and not allowing students to engage in productive struggles.	Students are not exposed to consistent teaching in the areas of listening, speaking, reading, writing and thinking.
PLC cycles are inconsistent and do not always support student and teacher learning.	PLCs don't consistently follow a specific cycle or adhere to the PLC framework.

6FKRRO 3URFHVVHV 3URJUDPV	
3UREOHP 6WDWHPHQW	&DXVH
Interventions were started later in the year and progress monitoring was not conducted or monitored with fidelity.	Entering and completing the MTSS process is time consuming and teachers often times hold off and monitor student progress rather than begin the process.

'LVWULFW, QFUHDVH WKH SHUFHQWDJH RI UG JUDGH VWXGHQWV ZKR VFRUH DW PHHW

6FKRRO 3HUIRUPDQFH 2EMHFWLYH SHUFHQWDJH RI 3UH . VWXGHQWV ZKR VFRUH 2Q 7
6SDQLVK IURP WR E\ 0D\
,QFUHDVH WKH SHUFHQWDJH RI 'XDO /DQJXDJH 3UH . VWXGHQWV ZKR VFRUH 2Q 7UDI

+LJK 3ULRULW\

(YDOXDWLRQ 'DWD6RXUFH, EOY, EOY

6WUDWHJ\

6 W U D W H J \ V ([S H F W H G 5 H V X O W P S D F W Increase the percentage of Pre-K students who score On Track on Circle Math in English and Spanish

'LVWULFW, QFUHDVH WKH SHUFHQWDJH RI UG JUDGH VWXGHQWV ZKR VFRUH DW PHHW

6FKRRO 3HUIRUPDQFH 2EMHFWLYH SHUFHQWDJH RI .LQGHUJDUWHQ *UDGH VWXGHQ
(QJOLVK IURP WR E\ 0D\
,QFUHDVH WKH SHUFHQWDJH RI 63(' .LQGHUJDUWHQ *UDGH VWXGHQWV ZKR 0HHW

$FWLRQ 6WHS 'HWDLOV	5HYLHZV
$FWLRQ 1: Collaboration of teachers in Instructional Planning Days (IPDs) to reflect on district assessments and create next steps, student performance goals and intervention plans in September and January.	

'LVWULFW *RDO

as well as students with a history of chronic absenteeism.
2. Family Engagement Specialist 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.
3. Incentive improvement in student attendance and academic gains in Lexia and DreamBox.

, Q W H Q G H G $XGLHQFH Students who are at-risk of having chronic absenteeism
3 U R Y L G H U 3 U H V H Q W H U Instructional Leadership Team, Attendance Committee
' D W H V 7 L P H O L Q H August 2023 - May 2024
' H O L Y H U \ 0 H W K R G Face-to-Face

) X Q G L Q J 6 R X U F H V Incentives for Improvement in Attendance & Academics - SCE (199 PIC 24) - 199-11-6399-001-167-24-313-000000- - $3,673

0% No Progress | Accomplished | Continue/Modify | Discontinue

6 F K R R O 3 H U I R U P D Q F H E Q G 3 U R F H V V 6 W U H Q J W K V

' H P R J U D S K L F V

3 U R E O H P 6 W D W H P H Q W There is a gap in the communication between parents and teachers because each party bypasses the other and goes straight to administration with their concerns. 5 R R W & D X V H We have a veteran staff that tends to have a fixed mindset in the areas of diversity, cultural awareness and SEL.

'LVWULFW(QYRO H DOO VWXGHQWV KDYH DFFHVV WR D VDIH VXSSRUWLYH DQG FXOWX

' H P R J U D S K L F V
3 U R E O H P 6 W D W H P H Q W There is a gap in the communication between parents and teachers because each party bypasses the other and goes straight to administration with their concerns. 5 R R W & D X V H We have a veteran staff that tends to have a fixed mindset in the areas of diversity, cultural awareness and SEL.

'LVWULFW *RDO

'HPRJUDSKLFV
3UREOHP 6WDWHPHQW There is a gap in the communication between parents and teachers because each party bypasses the other and goes straight to administration with their concerns. 5RRW &DXVH

'LVWULFW(QYRO H DOO VWXGHQWV KDYH DFFHVV WR D VDIH VXSSRUWLYH DQG FXOWX

$FWLRQ 6WHS 'HWDLOV	

				6&(3,&			
'LVWULFW *RDO	6FKRRO 3HUIRUPDQFH 2EMHFWLYH	6WUDWHJ\	$FWLRQ 6WHS	5HVRXUFHV 1HHGHG	'HVFULSWLRQ	$FFRXQW &RGH	$PRX
						6XE 7RWDO:	$9,673.00
						%XGJHWHG)XQG 6XE7RWDO:	$9,673.00
						'LIIHUHQFH:	$0.00

				3DUHQW (QJDJHPHQW			
'LVWULFW *RDO	6FKRRO 3HUIRUPDQFH 2EMHFWLYH	6WUDWHJ\	$FWLRQ 6WHS	5HVRXUFHV 1HHGHG	'HVFULSWLRQ	$FFRXQW &RGH	$PRX
4	4	1	1	Supplies for Parent / Family Engagement event	Supplies and materials		

6 3 (' 3 , &