

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 216 - Woodway ES

Principal: Johnson, Bryan

Executive Director: Hilda Caballero

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 2019.

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 2019.

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 2019.

School Profile

Student Enrollment by Program

Attendance Rate: 94.7

Special Education: 7.5

Dual Language/ESL: 29.2

Gifted and Talented: 5.1

Career and Technology: 0

Percentage of at-risk students: 66.8

Percentage of English Language (EL) students: 28.3

Percentage of economically disadvantage students: 86.6

2019-2020 Campus Site-Based Committee

Name	Role
Anthony Hill	Teacher
Tonya Pollard	Teacher
Katherine Abbey	Campus Non-Teacher Professional
Bryan Johnson	Principal
Maricela Mendoza	Parent
Bill Anderson	Community Representative
Dustin Riddle	Business Representative
January Brown	Parent
Jana Courtney	Teacher
Juan Rodriguez	District Level Staff
Danette Kirvin	Principal
Kelly Riddle	Community Representative
Mary Anderson	Teacher
Andrea Tucker	Campus Non-Teacher Professional

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Woodway ES. The 85th Texas Legislature passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2019-2020, 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 64	77 - Met Standard
Domain 2: School Progress 77	
Domain 3: Closing The Gaps 76	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

Campus Assurances and Certification for the 2019-2020 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 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	1. Student to Teacher Ratio	1. The campus will need to maximize efforts to ensure that there is not a clear separation between DL and RP students. The campus at times functions as a school within a school. Student diversity is important and efforts will be made to blend these student groups.	1. Targeted professional development for individual teacher needs and PLCs
	2. Similar Class Sizes in All Grades		2. Increasing Parental Involvement in efforts to support the academic and socio-emotional needs of our students.
	3. Highly Diverse Campus (Dual Language)	2. Supporting all sub-populations to Close the Achievement Gap 3. The attendance and tardy rate fell this school year even with utilizing the attendance incentives. Efforts will need to be made to connect with our parents and community to communicate the importance of high attendance rates in connection with student performance.	3. Increasing support for all sub-populations across all grade levels and content areas 4. Re-establish Ron Clark system for grades 3rd-5th (Restorative Practices) 5.
Student Achievement	1. Increase in AA sub-population in 4th Grade Writing: Approaches 22%-65% (43% gain), Meets 15%-41% (26% gain)	1. Students in grades 3-5 struggle with overall reading skills, ability to analyze text, and display text evidence strategies/skills.	
	2. Increase in 4th Grade Math AA sub-population: Approaches 52%-71% (19 point gain), Meets 15%-38% (23% gain)	Literacy Tracking system needs to be developed.	
	3. Increase in 4th Grade Reading: Approaches 42%-71% (29% gain), Meets 21%-38% (17% gain)	2. Science achievement has been affected due to ineffective or lack of consistent teaching in grades K-4. Walkthroughs will need to be targeted to ensure Science is being taught and Science vocabulary and journal writing is a priority. 54% Approaches, 22% Meets, 7% Masters 3. 3rd Grade student progress was a concern as evident from student STAAR achievement. Math: 59% Approaches, 22% Meets, 8% Masters. Reading: 55% Approaches, 22% Meets, 14% Masters Focus on 3rd Grade Literacy and Math	
School Culture and Climate	1. The six weeks assemblies, positive referral process, and attendance recognition made a positive impact.	1. The Ron Clark system will need to be reset in efforts to enhance student ownership over their learning experience.	
	2. Teacher Recognition: Teachers were consistently recognized for their instructional efforts last year. (Ex. Teacher of the Month, STAAR Teacher Recognition)	2. The restorative practice engagement of community circles in the morning and evening will need to increase in efforts to address student socio-emotional concerns and teacher connectivity.	
	3.	3. Teacher absence rate was a concern this year, and affected overall student performance.	

Staff Quality/ Professional Development	1.	Neuhaus implementation for grades K-2	1.	Targeted literacy PD across grade levels that is focused on goal setting and progress monitoring
	2.	Staff Retention: Systems are in place to retain and support teacher on campus.	2.	Needs Based PD in the all content areas (Individualized)
	3.	Partnership with Teaching Trust	3.	Restorative Practices: Training for teachers in efforts to build positive relationships with our students, community, and parents.
Curriculum, Instruction, and Assessment	1.	Structured Individual Meetings: The culture has been set for the meetings to be productive, but the meetings will need to be more targeted moving forward.	1.	Limited Experienced Using the New CF Format: Teachers struggled due to the limitations of the FWISD curriculum framework
	2.	Targeted PLCs: The campus has built a culture for PLC work and bi-weekly data meetings.	2.	Teachers lack the experience and/or training to utilize technology to enhance classroom instruction. (Ex. All in Learning System)
	3.	Neuhaus implementation for grades K-2	3.	Teachers have struggled with Tier 1 instruction in efforts to close literacy gaps that affects all content areas as evident in overall STAAR performance..
Family and Community Involvement	1.	All Pro Dads Program (Male presence makes a difference)	1.	African American Participation for Parent University has been low.
	2.	Parent University has been successful for the previous three years.	2.	The campus has struggled to maintain an active PTA.
	3.	Content and Cultural Family Events	3.	The campus will need to re-ignite the connections with Business and Faith Based Partnerships
School Context and Organization	1.	Weekly data meeting process started with grades 3-5	1.	Teacher Led Trainings and PLCs
	2.	Teacher and Student Recognition	2.	Strengthen SBDM process
	3.	The instructional team works well as a unit in efforts to problem solve and support staff.	3.	Create a culture that not only prioritizes literacy, but reacts to students data in a systematic manner

Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 216 - Woodway ES

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	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 2019.	55.42	20.48	10.84	30.00	
	Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from beginning-of-year to end-of-year (baseline)					

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	3rd grade teachers in Literacy STAAR content areas will receive extensive training on the IPC development process and the weekly data meeting processes. All teachers new to the IPC and WDM process will receive an instructional mentor for the school year. African American sup-population will be the targeted student group. AA STAAR Data: App: 68%-34% (-34%), Meets: 29%-13% (-16%), Masters:15%-3% (-12%)	<ol style="list-style-type: none"> IPC development and WDM process training during the first week back on campus (8/15, 8/16) Teacher will receive training on how to effectively utilize Lead4Ward to develop IPCs and facilitate WDMs to make instructional decisions. 9/3, 9/16, 10/7, 10/21, 11/8, 11/18, 12/2, 1/13, 2/24, 3/16, 4/6, (Subs) Half day planning pullouts to develop targeted plans in efforts to close achievements gaps: 11/8, 11/11, 1/21,1/22, 2/18, 3/5, 3/6 (Subs) Achieve 3000 specific PLCs held monthly 	Principal	3/31/2020	Title I	1,400	Incomplete	
2 Title I	The campus will implement the LLI intervention block in efforts to support Tier 2 and Tier 3 students in grades K-2. (Subs Required)	<ol style="list-style-type: none"> Teacher will receive training on the LLI intervention process during the first week back on campus (8/15, 8/16) Teachers will attend half day planning pullouts to develop targeted plans in efforts to close achievements gap. 11/11, 11/12 MAP Fluency data will be utilized to drive instruction. (BOY:8/26-9/13), (MOY: 1/6-1/17), (EOY: 4/29-5/18) Progress monitor and follow Rti systems Develop schedule for LLI intervention pullouts Monitor SGGR for teachers using LLI Kits 	Principal	11/12/2019	Title I	3,800	Not Started	
3 Title I	At-Risk students will receive targeted support to ensure academic and social emotional growth throughout the school year.	<ol style="list-style-type: none"> Students will receive academic pullout during the school year too increase academic achievement. Targeted students will participate in the Woodway Girls and Bots Club activities. Resources will be purchased. 	Principal	6/1/2020	SCE	4,824	Not Started	
4 Title I	Tier 3 students in grades K-2 will receive interventions and after school tutoring in efforts to improve overall reading skills.	<ol style="list-style-type: none"> Teachers will be trained on how to utilize LLI kits to diagnose reading deficiencies and make instructional adjustments. Student receive tutoring 2-3 days a week. Parent meetings held to discuss the importance of student literacy levels. 	Assistant Principal	11/8/2019	Local (Basic Allotment)	2,500	Not Started	

5	Title I	Monitor and adjust instructional plans for sub-populations All, AA, ED, and EL during weekly data meetings and PLC meetings to develop student action plans.	1. Analyze student data reports to make instructional adjustments. 2. Teachers will be trained on the weekly data meeting and IPC process.	Principal	10/4/2019	Other		On Target	
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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 2019-2020 Mission Goals Action Plan

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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 in lowest performing student group for all subjects performing at or above Meets Grade Level as measured by STAAR will increase from	29%	50%	EOY
	The overall percentage of students passing the Reading STAAR at "Meets" level was only at 31%. The goal will be to increase the percentage from 31%-60%,	35%	50%	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	3rd-5th grade teachers in all STAAR content areas will receive extensive training on the IPC development process and the weekly data meeting processes. All teachers new to the IPC and WDM process will receive an instructional mentor for the school year. (Subs Required) 3rd Grade African American sup-population will be the targeted student group. AA STAAR Data: App: 68%-34% (-34%), Meets: 29%-13% (-16%), Masters:15%-3% (-12%)	<ol style="list-style-type: none"> IPC development and WDM process training during the first week back on campus (8/15, 8/16) Teacher will receive training on how to effectively utilize Lead4Ward to develop IPCs and facilitate WDMs to make instructional decisions. 9/3, 9/16, 10/7, 10/21, 11/8, 11/18, 12/2, 1/13, 2/24, 3/16, 4/6, Half day planning pullouts to develop targeted plans in efforts to close achievements gaps: 11/8, 11/11, 1/21,1/22, 2/18, 3/5, 3/6 Achieve 3000 specific PLCs held monthly 	Principal	6/1/2020	Title I	7,800	Not Started	
2 Title I	Students will have the autonomy to select reading materials at their level with incentive based systems.	<ol style="list-style-type: none"> Purchase reading management Software and other reading materials as needed (Grades 2-3) Teachers will be trained on how to integrate the program within the daily instructional routine. Teachers will attend AR data focused PLC meetings. 	Principal	6/1/2020	Title I	4,500	Not Started	Renaissance Quote2015-04-11-052600.pdf
3 Title I	Campus data coach will conduct weekly data meeting in efforts to close students gaps and implement data driven lesson planning.	<ol style="list-style-type: none"> Develop data spreadsheet and share on Google Doc (8/15/ 8/16) Train staff members on how to use the data excel spreadsheets (8/15, 8/16) Develop data spreadsheet submission calendar (8/15) Update hallway data boards (After Interim/benchmark assessments) Classroom data boards checks (10/31, 11/22, 1/10, 2/7) Train staff on how to use Aware data system (8/15, 8/16) Attend PLC meetings and present key data points Campus Testing Coordinator 	Instructional Leadership	8/5/2019	Title I	60,000	Incomplete	216 J Gordian Expectations 6.12.2019.pdf

4	Title I	Campus Math Coach will support teacher in efforts to close achieve gaps amongst student sub-populations.	<ol style="list-style-type: none"> 1. Review Math IPC each six weeks 2. Review Math Weekly data meeting cover sheets 3. Participate in learning walks (Math) 4. Review weekly student products for alignment (Math) 5. Facilitate IPC/WDM trainings (8/15, 8/16) 6. Attend and facilitate instructional PLC pullouts and weekly PLC meetings 7. The campus Math Coach will provide model lessons for teachers in need, assist with lesson planning, and developing rigorous student products. 	Instructional Leadership	6/1/2020	Title I	60,000	Incomplete	216 E Eilerts Expectations 6.12.2019.pdf
5	LEP	Targeted students will receive targeted interventions throughout the week during and after school to close student gaps within the EL student sub-population. The campus did not meet the TELPAS target of 44% this school year (41%). (Domain III)	<ol style="list-style-type: none"> 1. The 3rd-5th grade dual language teachers will intervene with targeted students within the EL sub-population in grades 3rd-5th. 2. Teachers will profile all TELPAS writing samples through the school year. 	Teacher(s)	6/1/2020	Bilingual	1,067	Not Started	
6	Title I	3rd Grade students will utilize the IXL intervention program to close individual targeted gaps. The program will be utilized during small group guided reading and math during the technology rotation.	<ol style="list-style-type: none"> 1. Acquire the number of student licenses needed (Data Based) 2. Monitor student usage on a monthly basis 3. Coach teachers on how to use the data to drive instructional planning 	Principal	10/7/2019	Title I	1,000	Not Started	
7	Title I	<p>Professional developments will be scheduled throughout the school year in efforts to develop team effectiveness, restorative practices, writing across content areas, and communication with parents.</p> <p>The Five Dysfunctions of Team will be used to build capacity across grade levels in regards to team structures and accountability.</p> <p>The 5 Love Languages of Children book will be distributed to the new teachers on campus. The culture has ben to strive to figure out the love languages of our students and build relationships.</p> <p>The Writing in Mathematics book will be utilized to strengthen writing skills across the mathematics content area, adn used as a book study during PLC meetings.</p> <p>The Culturally Responsive Teaching book will be utilized throughout the year a referenced during each staff meeting for the first 15 minutes. (School Culture/Relationship Building)</p> <p>The How to handle Difficult parents book will be part of a book study with teachers that have been identified as need support in the area of building relationships with our community (parents).</p>	<p>The following books listed below will be purchased to facilitate book studies in efforts to improve student achievement and relationship building with our students and community.</p> <ol style="list-style-type: none"> 1. The Five Dysfunctions of a Team (11) 2. The 5 Love Languages of Children (5) 3. Why Write in Math Class(10) 4. Culturally Responsive Teaching (10) 5. How to Handle Difficult Parents-Proven Solutions for Teachers 	Principal	10/1/2019	Title I	1,000	Not Started	
8	Title I	Project based learning opportunities will be provided for GT students in connection with extended activities with the core content area classrooms.	<ol style="list-style-type: none"> 1. Collaborate with GT teachers to ensure talent pool students are challenged and their learning is extended during pull-out sessions. 2. Develop Maker's Space in Library 3. Students will participate in ongoing research projects connects to TEKS/SEs addressed in core content area classrooms. 	Principal	6/1/2020	Gifted & Talented	223	Not Started	

9	SPED	Monitor sub-populations and SPED for growth on each interim assessment and benchmark.	<ol style="list-style-type: none"> Resources will be utilized to support pull-out and inclusive support on a daily basis during instruction. The special education teachers will participate in content area instructional pullouts. Special education teacher will attend all PLC meeting in efforts to develop inclusive instruction skill sto further support the special needs sub-population. 	Teacher(s)	6/1/2020	Special Education	3,403	Not Started	
10	Title I	Teachers will receive on and off campus training in efforts to increase pedagogical skills, student relationship building, and lesson planning design.	<ol style="list-style-type: none"> Teachers will receive training in efforts to support enrichment break-out sessions in the library to enhance critical thinking skills. The teachers will receiving training on how to utilize resources to close achievements gaps during planned instructional pullout s throughout the school year. 	Principal	6/1/2020	Local (Basic Allotment)	24,000	Not Started	
11	Title I	The garden area outside near the playground area will be utilized as an area to enhance Science instruction and allow for academic experiences in an engaging outdoor area.	<ol style="list-style-type: none"> Usage Compost Machine Utilize Storage for organization of garden supplies Outdoor benches will be utilize for sitting areas to engage in outdoor learning experiences. Complete landscaping project Students will have the opportunity to grow fruit and vegetables in the garden. 	Principal	6/1/2020	Local (Basic Allotment)	3,900	Not Started	
12	Title I	2nd-5th Grade students will complete 2 lessons per week with 75% or better on the Achieve 3000 program articles assigned.	<ol style="list-style-type: none"> Purchase chrome book cart Title teacher was be trained on computer lab upkeep and organization expectations Assist K-1 students with MAP Fluency program completion Title 1 teacher will update Achieve 3000 progress boards in the computer lab 	Principal	10/18/2019	Title I	12,000	Not Started	
13	Title I	Students will receive targeted and specialized instruction throughout the year to improve overall student accountability in the area of Reading and Mathematics.	<ol style="list-style-type: none"> Purchase resources required to conduct Saturday school sessions. Purchase resources required to conduct weekly interventions. Funds will be allocated for tutoring sessions throughout the school year. 	Principal	6/1/2020	Title I	14,500	Not Started	
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15									

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Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

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