

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 176 - Waverly Park ES

Principal: Baeta-Gutierrez, Roberto

Executive Director: Sonja Starr-Malone

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: 96.1
Special Education: 11.3
Dual Language/ESL: 18.1
Gifted and Talented: 6.9

Career and Technology: 0
Percentage of at-risk students: 72.8
Percentage of English Language (EL) students: 20
Percentage of economically disadvantage students: 61

2019-2020 Campus Site-Based Committee

| Name | | Role |
|-------------------|--|--|
| Roberto Baeta | | Principal |
| Vanessa Raya | | Campus Non-Teacher Professional |
| Elena Maldonado | | Teacher |
| Amy Morrison | | Teacher |
| Stephanie Torres | | Teacher |
| Sandra Reiser | | District Employee Relations Council Representative |
| Steve Gay | | Business Representative |
| Alex Montalvo | | Community Representative |
| Jamie Morrison | | Campus Non-Teacher Professional |
| Callie Thompson | | Campus Non-Teacher Professional |
| Kristine Williams | | Parent |
| Debbie Beard | | Parent |
| Julian Juniker | | Campus Non-Teacher Professional |
| Darenda Kirby | | District Level Staff |

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Waverly Park ES. The 85th Texas Legislation 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 77 | 87 - Met Standard |
| Domain 2: School Progress 85 | |
| Domain 3: Closing The Gaps 92 | |

Campus Distinction Designations

| | |
|--|---|
| Academic Achievement in Mathematics: 1 | Postsecondary Readiness: 1 |
| Academic Achievement in Science: 1 | Top 25 Percent: Comparative Closing the Gaps: 1 |
| Academic Achievement in English Language Arts/Reading: 1 | |
| Top 25 Percent: Comparative Academic Growth: 1 | |

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

Yes 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. Diverse Populations/Programs 65% Hispanic, % 25 White, %15 AA EE-5, | 1. PEIMS - At Risk 62% April 15 80% ED | 1. Maintain enrollment |
| | 2. 4 more PK classrooms | 2. Adopt a system to decrease Absences & Tardies | 2. 2019 -2020 3rd grade reading student achievement |
| | 3. Reduction on Emotional and Behavioral Concerns | 3. Stronger Deaf Ed Identity Stronger DL Program identity: Reduce long term EL's | 3. 2019 -2020 4th grade reading and writing student achievement |
| Student Achievement | 1. STAAR 2019 P/ Index, Met Standard Above/ Incr. 5th grade in all content areas | 1. -STAAR 2019 P/ Index, Met Standard Improvement needed for 2019 -2020 for ALL groups of 4th graders in Reading and Math. 0% of AA Students Met or Master in Reading or Math. | 4. 2019 -2020 K - 2nd grade reading student achievement |
| | 2. 57% of our students met grade level in Science. | 2. --STAAR 2019 P/ Index, Met Standard Improvement needed for 2019 -2020 for ALL groups of 5th graders in Reading and Math. | 5. 2019 -2020 4th grade math student achievement |
| | 3. 55% of our students met grade level in Reading | -STAAR 2019 P/ Index, Met Standard Improvement needed for 2019 -2020 bilingual 5th graders in Reading and Math | |
| | | 3. -Mastery Basic Writing Skills 57% Sped. 13% -Reading Phonics/Basic Skills Math & Reading -SGGR in lower grades | |
| School Culture and Climate | 1. School Safety, Culture and Climate | 1. BOYSTOWN Implementation | |
| | 2. School-wide PBIS Student Champion Program | 2. Mentoring Program(s) - Partnerships 100x25 Reading Volunteers | |
| | 3. Student /Staff Leadership Opport. Parent Specialist | 3. District Support to compete against Charter school in the area. | |
| Staff Quality/ Professional Development | 1. Open/Collaborative Environment | 1. PLC's Refinement (Data driven decisions) | |
| | 2. Prof. Dev. Aligned to Campus Need Title I TA | 2. Data Specialist position | |
| | 3. | 3. New and 2nd year Teacher Integration/Training Teacher Recognition/Incentives | |

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|--|----|--|----|--|
| Curriculum, Instruction, and Assessment | 1. | Teachers mastery and implementation of new Reading Curriculum and new ELAR's | 1. | Progress Monitoring with MAP / F and P RTI refinement |
| | 2. | Achieve 3000 Implementation | 2. | SGGR in lower grades |
| | 3. | High Interest Reading Resources (Read Fort Worth Library) | 3. | Math Small group instruction Deaf Ed. Literacy Resource |
| Family and Community Involvement | 1. | PTA support | 1. | Full time Parent Specialist for 2019-2020 |
| | 2. | Community involvement | 2. | Academic/Behavior/Attendance |
| | 3. | Reading initiatives | 3. | Parent /Teacher/Student Goal Setting |
| School Context and Organization | 1. | Staff, Parent & Community Input | 1. | Increase Teacher/Student/Parent Surveys |
| | 2. | SBDM and CERC Input | 2. | School-wide General Student Expectations Students/Staff/Parents |
| | 3. | | 3. | |

Academic Excellence Goals

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

Campus Name: 176 - Waverly Park 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. | 64.10 | 29.06 | 17.95 | | |
| | 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) | | | | | |
| | 70% of our total of 2nd, 3rd, 4th and 5th graders improving their lexile level by 200 or more by the end of the school academic year | | | | 70% | EOY |

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 | STAAR 2019 P/ Index, Met Standard Improvement needed for 2019 -2020 for ALL groups of 5th graders in Reading. Percent of students in 2019-2020 Grade 5 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 36% to 45% by 2020. | -PLC's: Data Analysis for category and coaching. -Achieve 3000 -100X25 Reading Volunteers -PD for mastery of new ELAR's -Implementation of new Pearson reading program. -S.G.R.R. and Balance Literacy for Fluency and Vocabulary. - Pull out by reading tutor. - After School tutoring. - School wide reading initiatives - AR . -Literacy Night | Instructional Leadership | 8/19/2019 | Title I | 23,055 | Not Started | |
| 2 Title I | STAAR 2019 P/ Index, Met Standard Improvement needed for 2019-2020 for ALL groups of 5th graders in Math. Math - Percent of students in 2019 -2020 Grade 5 Math on or above grade level, as measured by the STAAR on level standard for reading, will increase from 40% to 45% by 2020. | -PLC's: Data Analysis for category and coaching. - PD to implement Research Based strategies to target low categories. - S.G.Math. - After School tutoring. - School Wide Math Bee competition. -Math Night | Instructional Leadership | 8/19/2019 | Title I | 23,055 | Not Started | |
| 3 LEP | STAAR 2019 P/ Index, Met Standard Improvement needed for 2019 -2020 bilingual 5th graders in Reading. Literacy - Percent of students in 2019- 2020 bilingual Grade 5 reading on approach grade level, as measured by the STAAR on level standard for reading, will increase from 44% to 75% by 2020. | -PLC's: Data Analysis for category and coaching. -Achieve 3000 -100X25 Reading Volunteers -PD for mastery of new bilingual ELAR's -Implementation of new Pearson reading bilingual program - Mi vision. -S.G.R.R. and Balance Literacy for Fluency and Vocabulary. - Pull out by reading tutor. - After School tutoring. - School wide reading initiatives - AR -Literacy Night | Instructional Leadership | 8/19/2019 | Bilingual | 880 | Not Started | |

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|---|---------|--|---|--------------------------|-----------|-------------------------|--------|-------------|--|
| 4 | Title I | STAAR 2019 P/ Index, Met Standard Improvement needed for 2019 -2020 for ALL groups of 4th graders in Reading. 0% of our AA Students Met or Master in Reading. Literacy- Percent of students in 2019-2020 Grade 4 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 29% to 45% by 2020. | -PLC's: Data Analysis for category and coaching. -Achieve 3000 -100X25 Reading Volunteers - PD Literacy strategies to increase AA student achievement in reading. -PD for mastery of new bilingual ELAR's -Implementation of new Pearson reading bilingual program - Mi vision. -S.G.R.R. and Balance Literacy for Fluency and Vocabulary. - Pull out by reading tutor. - After School tutoring. - School wide reading initiatives - AR . -Literacy Night | Instructional Leadership | 8/19/2019 | Title I | 23,055 | Not Started | |
| 5 | Title I | STAAR 2019 P/ Index, Met Standard Improvement needed for 2019 - 2020 for ALL groups of 4th graders in Math. 0% of our AA Students Met or Master in Math. Math - Percent of students in 2019 - 2020 Grade 4 Math on or above grade level, as measured by the STAAR on level standard for reading, will increase from 27% to 45% by 2020. | -PLC's: Data Analysis for category and coaching. - PD Math Strategies to increase AA student achievement in Math. - PD to implement Research Based strategies to target low categories. - S.G.Math. - After School tutoring. - School Wide Math Bee competition. | Instructional Leadership | 6/26/2020 | Title I | 23,055 | Not Started | |
| 6 | Title I | 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 29% to 45% by 2020. | -PLC's: Data Analysis for category and coaching. -Achieve 3000 -PD for mastery of new ELAR's -Implementation of new Pearson reading program. -S.G.R.R. and Balance Literacy for Fluency and Vocabulary. - Pull out by reading tutor. - After School tutoring. - School wide reading initiatives - AR . | Instructional Leadership | | Title I | 23,055 | Not Started | |
| 7 | Title I | Percent of students in grades K-2 reading on or above grade level as measured by Fountas and Pinnell will increase from beginning-of-year to end-of-year (baseline) | F&P New kits purchase F&P PD F&P Tracking system Data usage for RTI, Classroom level instruction and Campus decisions. -PLC's: Data Analysis for category and coaching. -S.G.R.R. and Balance Literacy for Letter Recognition, Phonological Awareness, Fluency and Vocabulary. - Pull out by reading title I TA - School wide reading initiatives - AR . | Instructional Leadership | 5/29/2020 | Title I | 23,055 | Not Started | |
| 8 | Title I | Math - Percent of students in Grade 3 Math on or above grade level, as measured by the STAAR on level standard for reading, will increase from 29% to 45% by 2020. | -PLC's: Data Analysis for category and coaching. - PD to implement Research Based strategies to target low categories. - S.G.Math. - After School tutoring. - School Wide Math Bee competition. -Math Night | Instructional Leadership | 5/29/2020 | Title I | 23,055 | Not Started | |
| 9 | Title I | Improve the positive results level by 2.0% in all four main areas | - General supplies for instruction - School Wide - Purchase of reading materials -PBIS Incentive Programs - Student Champion Awards. | Principal | 5/29/2020 | Local (Basic Allotment) | 38,809 | Not Started | |

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|----|---------|--|---|--------------------------|-----------|-----|-------|--------------|--|
| 10 | Title I | At risk students will make gains from last year start results in all content areas, across all subgroups | -Purchase of reading and math STAAR readiness materials specifically designed to support these groups | Instructional Leadership | 5/29/2020 | SCE | 4,824 | Above Target | |
| 11 | | | | | | | | | |
| 12 | | | | | | | | | |
| 13 | | | | | | | | | |
| 14 | | | | | | | | | |
| 15 | | | | | | | | | |

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:

| | | | | | | | | |
|----|--|--|--|--|--|--|--|--|
| 14 | | | | | | | | |
| 15 | | | | | | | | |

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