

216-Woodway ES

Bryan Johnson

Hilda Caballero

**2018-19 Schoolwide Programs: Campus Improvement Plan**

**216-Woodway ES**

Principal: Bryan Johnson

Executive Director: Hilda Caballero

**State Accountability Status**

**Met Standard**

**Campus Distinctions**

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

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**Campus Mission/Vision Statement**

*affect their communities and provide opportunities to compete globally. Vision Statement: V*

**CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 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** Priority / Turnaround Plans

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.

[Click here to see the full Guide to Campus Assurances](#)

**2018 -2019 State Accountability Domain Scores**

Domain 1: <b>Student Achievement</b>	64
Domain 2: <b>School Progress</b>	77
Domain 3: <b>Closing The Gaps</b>	76

**SBDM Members**

Name	Role
Bill Anderson	Community Rep
Kelly Riddle	Business Rep
Candiss Wilburn	Parent
Tonya Pollard	Teacher
Sara Ross	Teacher
Juan Rodriguez	Teacher
Lyndsey Bartlam	Teacher
Anthony Hill	Teacher
Carla Marroquin	Campus Non-Tch Prof
Maricela Mendoza	Parent
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select
	Select

**Fort Worth ISD Mission**

Preparing **ALL** students for success in college, career, and community leadership.

# Comprehensive Needs Assessment Summary

## Comprehensive Needs Assessment Summary for 2018-2019

**Campus:** Woodway Elementary

**Principal:** Bryan Johnson

<b>Data Sources Used</b>  Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	No	Cohort Analysis	No	Surveys
	Yes	Discipline	Yes	Support Systems	Yes	Fund Balance
	Yes	Instruction	Yes	Intervention Services	Yes	Recruit & Retain Quality Staff
	No	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here
<b>Area Reviewed</b>	<b>Summary of Strengths</b>		<b>Summary of Needs</b>		<b>Priorities</b>	
	What were the identified strengths?		What were the identified needs?		What are we going to intervene? If addressed, this need will create the most impact.	
<b>Demographics</b>	1.	6 PK Classrooms	1.	Students high tardy/absentee rate impacts the start of the day and	<b>1. Achievement gap between AA's and all student groups</b> <b>2. Increase overall parent involvement</b> <b>3. Consistent and targeted differentiated instruction in small group settings across all</b>	
	2.	Manageable Classroom sizes	2.	Students high mobility rate affects		
<b>Student Achievement</b>	1.	Steady growth across grade 3-5	1.	Achievement gap between AA's and	4.	
	2.		2.	Literacy instructional practices are	5.	
					6.	
<b>School Culture and Climate</b>	1.	Low teacher turnover	1.	Parents have not be included in the	7.	
	2.	Increased student ownership of	2.	Lack of parent awarness effecting	8.	
	3.	Open instructional			9.	
<b>Staff Quality/ Professional Development</b>	1.	More personalized and	1.	Some teacher are not equipped to	10.	
	2.	PLC meetings are teacher led	2.	Overall creative and consistent		
<b>Curriculum, Instruction, and Assessment</b>	1.	Immediate feedback regarding	1.	Consistent and targeted		
	2.	Consistent scheduled meeting	2.	Rigorous instructional resources to		
<b>Family and Community Involvement</b>	1.	Parent University Year 2	1.	Increase overall parent involvement		
	2.	Programs throughtout the year	2.	Parent Volunteer System		
	3.	Consistent communication				
<b>School Context</b>	1.	Student Clubs	1.	Systematic campus mentor teacher		

<b>and Organization</b>	<b>2.</b> Instructional Supervision	<b>2.</b> Systematic student-teacher	

	→ 216-Woodway ES							
<b>Budget Summary</b>	<b>Local</b> (Basic Allotment)	<b>SCE</b>	<b>CTE</b>	<b>Bilingual</b>	<b>Gifted &amp; Talented</b>	<b>Special Education</b>	<b>Title I</b>	<b>TOTAL</b>
	\$ 38,755	\$ 5,496		\$ 985	\$ 259	\$ 2,324	\$ 163,793	211,612

**2018-19 Schoolwide Programs: Campus Improvement Plan**

**Budget Summary**

Principal: Bryan Johnson

Leadership Director: Hilda Caballero

**Summary by Fund Source**

Fund Source→	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CEIP
Student Outcome Goals	9,000	5,496	0	0	0	0	41,000	\$ 55,496
Campus Needs - Student Achievement	16,700	0	0	985	259	2,324	120,500	\$ 140,768
Campus Needs	5,000	0	0	0	0	0	0	\$ 5,000
Parent/Family Engagement Health Related	7,500	0	0	0	0	0	0	\$ 7,500
<b>TOTAL</b>	<b>\$ 38,200</b>	<b>\$ 5,496</b>	<b>\$ -</b>	<b>\$ 985</b>	<b>\$ 259</b>	<b>\$ 2,324</b>	<b>\$ 161,500</b>	<b>\$ 208,764</b>
<b>Allocations</b>	<b>38,755</b>	<b>5,496</b>	<b>-</b>	<b>985</b>	<b>259</b>	<b>2,324</b>	<b>163,793</b>	211,612
<b>Percent Budgeted</b>	99%	100%	NA	100%	100%	100%	99%	99%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount							\$ -
Allocations	Student Outcome							-
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

# Student Outcome Goals

## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Bryan Johnson

## Student Outcome Goals Action Plan

Leadership Director: Hilda Caballero

<b>Fort Worth ISD Student Outcome Goal Alignment</b>	Goal:	1 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.
	Progress Measures:	1.1 Percent of students in grades K-3 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from 27% to 37% by 2019.
		1.2a Percent of 2-3 grade students completing two weekly lessons on FWISD progress monitoring system for reading will increase from 22% to 37% by 2019.
		1.2b Percent of grade 2-3 students achieving 75% or higher on FWISD progress monitoring system for reading will increase from 8% to 28% by 2019.
		1.3 Percent of students in grade 3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from 42% to 59% by 2019.

<b>Focus SMART Goal Student Achievement and Progress</b>	<b>Campus Level</b> - Student Outcome <b>Goal</b> and <b>Progress Measures</b> (Baseline-X, Target-Y, Deadline-Z)	<b>Baseline (BOY)</b>	<b>to Target</b>	<b>by Deadline</b>
	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	75%	75%	EOY
	1.1 Percent of students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from	57%	60%	EOY
	1.2a Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	20%	60%	EOY
	1.2b Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	74%	80%	EOY
	1.3 Percent of students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from	54%	60%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,2,4	LEP	The Achieve 3000 program will be monitored on a consistent basis along with ongoing training to ensure that the program is used to drive instruction. (Full Lesson Cycle)	Administration, Data Coach	Ongoing	Faculty Mgt/PLC	Local	\$ 3,000.00	Achievement
1,2,3,4,9	LEP	K-3 Grade teachers will attend professional development in efforts to increase overall literacy instructional practices.	Administration, Teachers	Ongoing	Pull-Out/ Vendor	Title I	\$ 20,000.00	Achievement
1,2,3,4,9	LEP	Literacy materials and resources will be purchased to enhance lesson planning and efforts to ensure students are reading on or at grade level by year's end. (Rally Education)	Administration, Teachers	October	Faculty Mgt/Vendor	Local	\$ 6,000.00	Closing Gaps
1,2,3,4	LEP	Vertical data meeting will be held to review and discuss student achievement on a consistent basis (2x per month)	Administration, Data Coach	Ongoing	PLC	Title I	\$ 10,000.00	Achievement
1,2,3,4,9	LEP	Intensive support plan will be put in place for all students that display overall reading gaps in grades K-2	Administration, Teachers	November	Pull-Out	SCE	\$ 5,496.00	Closing Gaps
1,2,9	LEP	Purchase mobile laptop cart to ensure consistent exposure to the Achieve 3000 program	Administration	November	Faculty Mgt	Title I	\$ 11,000.00	Progress



# 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Bryan Johnson

# Student Outcome Goals Progress Monitoring

Leadership Director: Hilda Caballero

**Opportunity** Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus SMART Goal (Target Element Systems)	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 75 to 75 percent.	BOY %	MOY %	EOY %	Target %	Difference
	Students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool				60%	
	Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading				60%	
	Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading				60%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Lexile Data Board/Data Meetings	1-(Achievement) The Achieve 3000 program will be monitored on a consistent basis along with ongoing training to ensure that the program is used to drive instruction. (Full Lesson Cycle)	80% of studnets will complete at least 2 lesson per week at a rate of 75% on the frirst try				
2 Consistent data driven PLC Meetings	2-(Achievement) K-3 Grade teachers will attend professional development in efforts to increase overall literacy instructional practices.	60% of students in grade K-3 will be at or above grade in Reading				
3 Walkthroughs (Usage of materials purchased)	3-(Closing Gaps) Literacy materials and resources will be purchased to enahnce lesson planning and efforts to ensure students are reading on or at grade level by year's end. (Rally Education)	75% of all 3rd-5th Grade students will be reading on grade level, as measured by the STAAR Reading assessment				
4 Scheduled data meetings	4-(Achievement) Vertical data meeting will be held to review and discuss student achievement on a consistent basis (2x per month)	85% of all teacher will include evidence within lesson planning that data is used to drive instruction				
5 Walkthroughs(Usage of Running Records), School wide intervention plan	5-(Closing Gaps) Intensive support plan will be put in place for all students that display overall readin gaps in grades K-2	60% of all students in grades K-2 will be reading on grade level as measured bt Achieve 3000 and Smarty Ants				
6 Laptop Cart Usage Schedule	6-(Progress) Purchase mobile laptop cart to ensure consistent exposure to the Achieve 3000 program	100% of all teachers will use resources provided to enhance overall literacy achievement on campus				
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# Campus Needs - Student Achievement

## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Bryan Johnson

## Campus Needs - Student Achievement Action Plan

Leadership Director: Hilda Caballero

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)			Target (EOY)		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
Goal 1	Writing - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Writing will increase from 37% to 67%	37.00%	22.00%	6.00%	70.00%	30.00%	25.00%
Goal 2	Science - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Science will increase from 61% to 75%	61.00%	22.00%	3.00%	75.00%	35.00%	25.00%
Goal 3	Math- Percent of students tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Mathematics will increase from 75% to 80%	75.00%	41.00%	24.00%	80.00%	50.00%	25.00%
Goal 4	Reading-Percent of students tested grade level performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Reading will increase from 62%-70%	62.00%	31.00%	15.00%	70.00%	40.00%	25.00%

		Alignment	Expectations					Focus → Achievement &	
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	9,1,2	LEP	IXL will be purchased in efforts to close student learning gaps (Writing)	Administration, Teachers	October	Faculty Mgt	Local	\$ 2,200.00	Closing Gaps
2	9,1,2	LEP	Resources will be provided to reinforce overall writing and grammatical skills	Administration	October	Faculty Mgt	Local	\$ 3,000.00	Progress
3	3,4	LEP	Teachers will receive professional development to enhance instructional techniques through grade level planning, vertical planning, developing IPCs, and discussing best practices. (Writing)	Administration, Teachers	October	Pull-Out/ PLC	Local	\$ 2,500.00	Closing Gaps
4	2,6	LEP	Resources will be allocated towards efforts to ensure successful Science Fair and enriched learning opportunities.	Administration	October	Faculty Mgt/Vendor	Local	\$ 4,000.00	Progress
5	9,1,2	LEP	IXL will be purchased in efforts to close student learning gaps (Science)	Administration, Teachers	October	Faculty Mgt	Title I	\$ 2,500.00	Closing Gaps
6	3,4	LEP	Teachers will receive professional development to enhance instructional techniques through grade level planning, vertical planning, developing IPCs, and discussing best practices. (Science)	Administration, Teachers	October	Pull-Out/ PLC	Local	\$ 5,000.00	Progress
7	1,2,3,4,9	SPED	Teachers will receive resources and training in efforts to increase special needs population overall academic performance.	Administration, Teachers	November	Faculty Mgt/Vendor	SPED	\$ 2,324.00	Progress
8	1,2	LEP	GT pullout teacher will receive STEM resources to enhance the student learning experience during instruction.	Administration, GT Pullout Teacher	October	Faculty Mgt/Vendor	GT	\$ 259.00	Progress
9	1,2,4,9	LEP	Math coach will consistently collaborate with teachers in efforts to increase overall student achievement	Administration, Math Coach	Ongoing	Pull-Out/ PLC	Title I	\$ 59,000.00	Progress
10	1,2,4,9	LEP	Data coach will support teacher in effort to improve usage of data to drive instruction (Achieve 3000, Assessment Data, Lead4Ward, STAAR Data)	Administration, Data Coach	Ongoing	Pull-Out/ PLC	Title I	\$ 59,000.00	Progress
11	2,4,9	LEP	Dual Language teachers will attend the yearly bilingual/dual language conference	Administrations/Teachers	December	Pull-Out/ Vendor	Bilingual	\$ 985.00	Closing Gaps
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**2018-19 Schoolwide Programs: Campus Improvement Plan**

**Campus Needs - Student Achievement Progress Monitoring**

Principal: Bryan Johnson

Leadership Director: Hilda Caballero

<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	Writing - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Writing will increase from 37% to 67%						
	Science - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Science will increase from 61% to 75%						
	Math- Percent of students tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Mathematics will increase from 75% to 80%						
	Reading-Percent of students tested grade level performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Reading will increase from 62%-70%						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Monitor Students Uasge	IXL will be purchased in efforts to close student learning gaps (Writing)	70% of studnets using the IXL program will reach at least approaches standard on the STAAR assessment				
2 Weekly/Benchmark Assessments	Resources will be provided to reinforce overall writng and grammatical skills	70% of studnets will show growth on district benchmarks				
3 Consistent data driven PLC Meetings	Teachers will receive profesional development to enhance instructional techniques through grade level planing, developing IPCs, and discussing best practices. (Writing)	70% of students will reach at least approaches standard on the STAAR Writing assessment				
4 Walkthroughs, Lesson Plan Review	Resources will be allocated towards efforts to ensure successful Science Fair and enriched learning experiences	70% of students will reach at least approaches standard on the STAAR Science assessment				
5 Monitor Students Uasge	IXL will be purchased in efforts to close student learning gaps (Science)	70% of students will reach at least approaches standard on the STAAR Science assessment				
6 Consistent data driven PLC Meetings	Teachers will receive profesional development to enhance instructional techniques through grade level planing, developing IPCs, and discussing best practices. (Science)	70% of students will show growth on district wide benchmark assessments				

7	Walkthroughs, Lesson Plan Review	Teachers will receive resources and training in efforts to increase special needs population overall academic performance.	The special needs population will have a 25% gain. 35%-60%				
8	Walkthroughs and Instructional Conference Meetings	GT pullout teacher will receive STEM resources to enhance the student learning experience during instruction.	100% of all GT studnets will at least reach "meets grade level" standard on all STAAR assessments				
9	Math Coach Monthly Instructional Support	Math coach will consistently collaborate with teachers in efforts to increase overal student achievement	Math coach will meet with 100% of all Math teachers by March 2019				
10	Data Coach data meeting schedule	Data coach will support teacher in effort to improve usage of data to drive instruction in all content areas (Acieve 3000, Assessment Data, Lead4Ward, STAAR Data)	All tested subjects will be at 70% in all subjects due to consistent use of data to drive instruction and use of best practices				
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# Campus Needs

## 2018-19 Schoolwide Programs: Campus Improvement Plan

## Campus Needs - Student Achievement Action Plan

Principal: Bryan Johnson

Leadership Director: Hilda Caballero

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z)			Baseline (BOY)	to Target	by Deadline	
	Goal 1	Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will incr from 93% to 97%			93%		EOY
	Goal 2	PBIS - Percentage of unduplicated students receiving referrals as documented in FWISD Cycle Reports will decrease from 15% (106 referrals) to 8%			15%		EOY
	Goal 3						EOY
	Goal 4						EOY

		Alignment		Expectations					
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus	
1	1,2,6,10	LEP	Six weeks attendance awards assemblies	Administration, Teachers	Ongoing	Faculty Mgt	Other	\$ 2,000.00	Culture and Climate
2	1,2,6,10	LEP	Campus will purchase items in efforts to create an student behavior/character incentive store. (House Points)	Administration, Teachers	October	Faculty Mgt	Local	\$ 2,000.00	Culture and Climate
3	1,2,6,10	LEP	Students will engage in six week House Party to build character, student body ownership, and pride.	Administration, Teachers	October	Faculty Mgt	Local	\$ 3,000.00	Culture and Climate
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Bryan Johnson

Leadership Director: Hilda Caballero

Opportunity	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)					
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	Attendance - Average daily student attendance rate as documented in the FWISD Cycle Reports will increase from				0%	
	PBIS - Percentage of unduplicated students receiving referrals as documented in FWISD Cycle Reports will decrease from 15% (106 referrals) to 8%				0%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Attendance Data Board	1-) Six weeks attendance awards assemblies	Student attendance rate will increase by 4%				
2 Inventory of items purchased	2-) Campus will purchase items in efforts to create an student behavior/character incentive store. (House Points)	Overall referrals submitted will decrease by 7%				
3 Scheduled House Party and House collection sysytem in place	3-) Students will engage in six week House Party to build character, student body ownership, and pride.	Overall referrals submitted will decrease by 7%				
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