

2017-18 CEIP for 159-Versia Williams ES

159-Versia Williams ES

Principal: Angela W. Wright

Leadership Director: Shawn Buchanan

Accountability Status

Met Standard

Campus Distinctions

Top 25% Student Progress
SELECT A DISTINCTION DESIGNATION
SELECT A DISTINCTION DESIGNATION
SELECT A DISTINCTION DESIGNATION
SELECT A DISTINCTION DESIGNATION
SELECT A DISTINCTION DESIGNATION
SELECT A DISTINCTION DESIGNATION

CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2017-2018 SCHOOL YEAR

I certify acceptance and compliance with all provisions set forth by:

<p>YES the Fort Worth ISD School Board;</p> <p>YES the Texas Education Code;</p> <p>YES Title I, Part A; and</p> <p>Select Priority / Turnaround Plans</p>	<p>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.</p>
--	---

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

Accountability Summary		1-Student Achievement 2-Student Progress 3-Performance Gaps 4-Postsecondary Readiness
Index 1 - 67		Index 3 - 39
Index 2 - 58		Index 4 - 28

SBDM Members

Name	Role
Juanita White	Campus Non-Tch Prof
Teresita Salinas	Teacher
Feliberta Trinh	Teacher
Haley Becker	Teacher
Andrea Jimenez	Teacher
Yurida Valenzuela-Lopez	Teacher
Felisha Fields	Teacher
	Teacher
Leslie Luttrell	Campus Non-Tch Prof
Martha Castanon	Parent
Hermelinda Resendiz	Parent
Anyra Cano	Community Rep
Carlos Velencia	Community Rep
Dana Jones	Business Rep
Charlene Louis	Campus Non-Tch Prof
Thomas Tarbet	Dist Emp Relations Council Rep
Iris Valenzuela-Flores	Additional Appointed Rep
Angela Wright	Campus Non-Tch Prof
	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 2017-2018

Campus: 159-Versia Williams ES

Principal: Angela W. Wright

Data Sources Used	No	Graduation	No	Feeder Pattern Analysis	No	Data Accuracy
	Yes	Attendance	No	Cohort Analysis	No	Surveys
Make a selection for each by choosing from the drop down	Yes	Discipline	No	Support Systems	No	Fund Balance
	Yes	Instruction	Yes	Intervention Services	No	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here
Area Reviewed	Summary of Strengths		Summary of Needs		Priorities	
	What were the identified strengths?		What were the identified needs?		What are the priorities for the campus, including how federal and state program funds will be used?	
Demographics	1.	School supply support	1.	Adequate communication with parents for PNS students and transportation for families for parental engagement activities	1.	Communicate frequently with caseworkers at PNS to encourage family support
School Culture and Climate	1.	Grade level collaborations	1.	School-wide discipline plan in lieu of suspension	1.	Grade level behavior incentives
	2.	AR Wall, Achieve Wall, SmartyAnts lesson line in the classroom	2.	Increased instructional and motivational incentives for students	2.	Funding for student incentives, maybe approach the gowing PTA
Staff Quality/ Professional Development	1.	Opportunities for on-campus PLC for training hours	1.	Teacher input of staff development	1.	On campus PCLs and staff developments
	2.	ItsLearning access	2.	More vertical alignment collaborations		
Curriculum, Instruction, and Assessment	1.	Achieve3000 building implementation	1.	Alignment of curriculum with supporting programs such as SmartyAnts.	1.	2nd grade pull-out support
	2.	Accountable lesson planning	2.	SmartyAnts is Spanish for the beginning of the school year	2.	Pull-out/push-in support for 2nd-5th graders for RP and DL students
Family and Community Involvement	1.	Monthly Parental engagement activities	1.	Organized parent volunteer procedures	1.	Utilization of all forms of communication to promote school activities: call-out, remind 101, tweets,
	2.	DL classroom support			2.	Increased support from PTA
School Context and Organization	1.	Faculty works hard at cultivating meaningful student relationships	1.	More specialized professional development (GT, math, science, struggling learner, PBIS)	1.	Seek district level support for professional development with PLCs, technology and content areas.

→ Budget Summary →	Your Campus Allocations: (Enter campus budget information below ↓)							TOTAL 176,584
	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	
	36,861			1,200	266	2,357	135,900	

2017-18 CEIP for 159-Versia Williams ES

Budget Summary

Principal: Angela W. Wright

Leadership Director: Shawn Buchanan

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	14,861	0	0	0	266	2,357	117,980	\$ 135,464
Campus Needs	22,000	0	0	1,200	0	0	17,920	\$ 41,120
TOTAL	\$ 36,861	\$ -	\$ -	\$ 1,200	\$ 266	\$ 2,357	\$ 135,900	\$ 176,584
Allocations	36,861	-	-	1,200	266	2,357	135,900	176,584
Percent Budgeted	100%	NA	NA	100%	100%	100%	100%	100%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	Focus	Priority	Total
	Amount							

2017-18 CEIP for 159-Versia Williams ES

Principal: Angela W. Wright

Student Outcome Goals Action Plan

Leadership Director: Shawn Buchanan

Fort Worth ISD Student Outcome Goal Alignment	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 X% to Y% by Z. 1.2 Percent of 2-3 grade students achieving 75% or higher on FWISD standard of 2 weekly lessons on FWISD progress monitoring system for reading will increase from X% to Y% by Z. 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 41% to 59% by 2019.

Focus SMART Goal (Target Element)	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	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	56%	70%	Mar-18
	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	50%	60%	1-Mar
	1.2 Percent of 2-3 grade students achieving 75% or higher on FWISD standard of 2 weekly lessons on FWISD progress monitoring system for reading will increase from	85%	90%	1-Mar
	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	40%	60%	1-Mar

		Alignment		Expectations				
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Accountability Index
1, 4	LEP	Monitor and adjust instructional delivery based on monthly/weekly reports from various sources (AR, Achieve3000) while providing opportunities to track student progress	Teacher, Administrative Team	August 2017- June 2018	Faculty Mgt/PLC	Local	\$ 14,861.00	1
1, 2	LEP	Develop common literacy strategies and building expectations for ELA across grade levels. Funding for training, supplies and materials	Lead Reading Teachers, ELA Teachers, Administrative Team Data Analyst	August 2017- June 2018	Faculty Mgt/PLC	Title I	\$ 16,480.00	1
1, 4	LEP	Engage teachers and staff in ongoing instructional based professional development on Achieve3000, Smarty Ants and the Literacy Instructional Framework. Funding for supplies and technology	Lead Reading Teachers, ELA Teachers, Administrative Team	August 2017- June 2018	Faculty Mgt	Title I	\$ 1,500.00	1
9	LEP	Provide additional Tier I and II instruction with part-time tutors to support intensive instructional delivery.	Teacher, Administrative Team, Retired Tutors	October 2017- May 2018	Pull-Out	Title I	\$ 15,000.00	2
9	LEP	Teacher-Assistant support with students logging into Achieve3000 in the computer lab	Teacher-Assistant	October 2017- May 2018		Title I	\$ 28,000.00	1
9		Provide supplies and support to GT pull-out teacher for enrichment activities	GT teacher	October 2017- May 2018	Pull-Out	GT	\$ 266.00	
9	SPED	Provide supplemental and pull-out support for special ed students	Teacher, Administrative Team, Retired Tutors	October 2017- May 2018	Pull-Out	SPED	\$ 2,357.00	
9	LEP	Funding for Data Analyst to interpret data and support classroom instruction with a focus on data and growth.	Admin team, Data Analyst	August 2017- June 2018	Faculty Mgt/PLC	Title I	\$ 57,000.00	

Opportunity	Progress Monitoring Schedule:	BOY (August 21 - November 3)	MOY (November 6 - February 23)	EOY (February 26 - June 1)
--------------------	-------------------------------	-------------------------------------	---------------------------------------	-----------------------------------

Focus	SMART Goal	BOY %	MOY %	EOY %	Target %	Difference
(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 56 to 70 percent.					
	Students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool	50.0%	37.0%		60%	-23.0%
	2-3 grade students achieving 75% or higher on FWISD standard of 2 weekly lessons on FWISD progress monitoring system for reading	25.0%	25.0%		90%	-65.0%
	Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading	40.0%	85.0%		60%	25.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
Monthly data review and progress monitoring	1-Index: 1 Monitor and adjust instructional delivery based on monthly/weekly reports from various sources (AR, Achieve3000) while providing opportunities to track student progress	Data board displayed in the conference room. Face to Face conferences regarding data.	In Progress	In Progress		
Six weeks progress monitor of literacy goals	2-Index: 1 Develop common literacy strategies and building expectations for ELA across grade levels.	Vertical planning for ELA teachers	Below Target	On Target		
Monthly data review and progress monitoring	3-Index: 1 Engage teachers and staff in ongoing instructional based professional development on Achieve3000, Smarty Ants and the Literacy Instructional Framework.	PLC and Afterschool professional development involving Achieve and Smarty Ants	On Target	On Target		
Monthly monitoring of student progress	4-Index: 2 Provide additional Tier I and II instruction with part-time tutors to support intensive instructional delivery.	Tutorial schedule	On Target	On Target		
Teacher assistant for computer lab assistance	5-Index: 1 Teacher-Assistant support with students logging into Achieve3000 in the computer lab	Utilization of Achieve3000 during CAMP rotation for 2nd and 3rd grade students	Below Target	On Target		

2017-18 CEIP for 159-Versia Williams ES

Principal: Angela W. Wright

Campus Needs Action Plan

Leadership Director: Shawn Buchanan

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

Focus SMART Goal (Target Element)	Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z) - IR campuses are required to select 2 Target Element goals.			Baseline (BOY)	to Target	by Deadline	
	Goal 1	(Target Element) Writing - Percent of students in tested grade level performing at or above Approaches Grade Level as measured by the STAAR standard in Writing will increase from			56%	70%	EOY
	Goal 2	Parent Engagement - Parent participation in at least 2 campus-based events will increase from			3%	10%	EOY
	Goal 3						EOY
	Goal 4						EOY

Title I Components	PBMAS	Alignment		Expectations				Accountability Index
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1, 3, 4	LEP	Utilize interactive journals in all content areas to support authentic student engagement and writing.	Teacher, Administrative Team	August 2017- June 2018	Faculty Mgt/PLC	Local	\$ 4,000.00	1
1, 4	LEP	Develop common literacy strategies and building expectations for writing across grade levels. Funding for training, supplies and material	Teacher Teams, Administrative Team	August 2017- June 2018	Faculty Mgt/PLC	Local	\$ 15,000.00	1
1, 4	LEP	Develop a school paper in which 4th grade students will produce and print each six weeks.	4th grade writing teachers Administrative Team,	October 2017- June 2018	Faculty Mgt/PLC	Local	\$ 3,000.00	1
4	LEP	Secure and utilize additional resource for STAAR formatted practice	Teacher, Administrative Team	October 2017- June 2018		Title I	\$ 6,000.00	1
1, 6	LEP	Plan and utilize multiple communication sources to communicate parent engagement activities.	Teacher Teams, Administrative Team	August 2017- June 2018	After Sch	Title I	\$ 4,000.00	
1, 6		Parent liaison position to help create a positive culture for parents and campus	Administrative Team, Parent liaison	August 2017- June 2018	Faculty Mgt	Title I	\$ 7,920.00	
1	LEP	Develop common literacy strategies and building expectations for writing across grade levels for DL students	4th grade writing teachers Administrative Team,	August 2017- June 2018	Faculty Mgt/PLC	Bilingual	\$ 1,200.00	

2017-18 CEIP for 159-Versia Williams ES

Principal: Angela W. Wright

Campus Needs Progress Monitoring

Leadership Director: Shawn Buchanan

Opportunity		Progress Monitoring Schedule: BOY (August 21 - November 3) MOY (November 6 - February 23) EOY (February 26 - June 1)				
Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	(Target Element) Writing - Percent of students in tested grade level performing at or above Approaches Grade Level as measured by the STAAR standard in Writing will increase from 56 to 70 percent.	56.0%	23.0%		70%	-47.0%
	Parent Engagement - Parent participation in at least 2 campus-based events will increase from 3 to 10 percent.	13.0%	65.0%		10%	55.0%
					0%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
Monitor student journals	1-Index: 1 Utilize interactive journals in all content areas to support authentic student engagement and writing.	Evidenced in walk-throughs	On Target	On Target		
Formulate ELA plan	2-Index: 1 Develop common literacy strategies and building expectations for writing across grade levels.	Evidenced in walk-throughs	On Target	On Target		
Produce paper	3-Index: 1 Develop a school paper in which 4th grade students will produce and print each six weeks.	Eagle published paper	Below Target	Below Target		
Mentoring Minds resources	4-Index: 1 Secure and utilize additional resourced for STAAR formatted practice	Ordering materials	Below Target	On Target		
Utilization of communication tools	5-Index: Plan and utilize multiple communication sources to communicate parent engagement activities.	Call-out confirmation, evidence of tweeter feeds, Facebook and website postings	Below Target	On Target		