

160-Maudrie M Walton ES

Dr. Christina Hanson

2018-19 Schoolwide Programs: Campus Improvement Plan

160-Maudrie M Walton ES

Principal: Dr. Christina Hanson

Executive Director:

State Accountability Status

Met Standard

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

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Campus Mission/Vision Statement

Inspiring others to do their best in EVERYTHING, all the time.

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: Student Achievement	74
Domain 2: School Progress	74
Domain 3: Closing The Gaps	73

SBDM Members

Name	Role
Christina Hanson	Additional Appointed Rep
Aminah Geary	Additional Appointed Rep
LaSonja Martin	Additional Appointed Rep
Rediesha Allen	Campus Non-Tch Prof
Lydia White	District-Level Staff
Martha Jenkins	Teacher
Sky Kolar	Teacher
Yemisi Adesina	Teacher
Stephanie Ibarra	Teacher
Latonya Copeland-Berry	District-Level Staff
	Select
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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: M. M. Walton Elementary School

Principal: Dr. Christina Hanson

Data Sources Used Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	No	Data Accuracy
	Yes	Attendance	No	Cohort Analysis	Yes	Surveys
	Yes	Discipline	No	Support Systems	No	Fund Balance
	Yes	Instruction	Yes	Intervention Services	No	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	
Area Reviewed	Summary of Strengths		Summary of Needs		Priorities	
	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.	
Demographics	1.	421	1.	consistent tutors to aide students	1.	3rd Grade M - 29% 3rd Grade R - 35% 4th Grade M - 12% 4th Grade R - 42% 4th Grade W - 5th Grade M - 32% 5th Grade R - 30% 5th Grade S
	2.	Active student voice on campus STUCO	2.	Teacher recognition systems and incentives	2.	Stregthen teacher capacity through professional development and other team buildign activities
	3.	Active parent group via Parent University and volunteerism			3.	Provide academic support and social and support for students
	4.	Growing 2-way Dual Program			4.	Continue to strengthen data driven best practices and data driven instruction
Student Achievement	1.	5th grade Math (STAAR 16/17)	1.	basic facts and problem solving techniques		
	2.	4th Writing Benchmark (18/19)	2.	taught to mastery during 1st quarter		
	3.	Behavior system - houses and Jet	3.	higher levels of reading acheivement		
School Culture and Climate	1.	Decrease in referrals and incidents support plans and RTI	1.	Restructuring of teacher teams based teacher strengths		
			2.			
Staff Quality/ Professional Development	1.	Continuing to track student achievement and deficiencies	1.	instructional coach salaries to assist teacher quality and student performance		
	2.	Coaches - Data, Reading, and Math	2.	no struggling teachers placed on campus due to leveling		
Curriculum, Instruction, and Assessment	1.	Spring Improvement is Achieve	1.	Intervention Hour beginning in Fall		
	2.	Saturday School Intervention				
	3.	Power Hour Intervention				
Family and	1.	Rotary Club - School Adopter	1.	Educating parents about student achievement		

Community Involvement	2.	Read2Win Weekly Readers		
	3.	began Parent University		
	4.	Family Night Events		
School Context and Organization	1.	SBDM	1.	PLC Structure
	2.	Team Leads/Content Leads	2.	Corporate sponsorships

	→ 160-Maudrie M Walton ES							
Budget Summary	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	\$ 24,650	\$ 3,936		\$ 390	\$ 144	\$ 2,542	\$ 105,695	137,357

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Dr. Christina Hanson

Leadership Director:

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	10,000	0	0	0	0	0	33,000	\$ 43,000
Campus Needs - Student Achievement	0	0	0	0	0	0	37,000	\$ 37,000
Campus Needs	10,000	0	0	0	0	0	36,000	\$ 46,000
Parent/Family Engagement Health Related	0	0	0	0	0	0	0	\$ -
TOTAL	\$ 20,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 106,000	\$ 126,000
Allocations	24,650	3,936	-	390	144	2,542	105,695	137,357
Percent Budgeted	81%	0%	NA	0%	0%	0%	100%	92%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount							\$ -
Allocations	Student Outcome							5,000
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Action Plan

Principal: Dr. Christina Hanson

Leadership Director:

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 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.

Focus SMART Goal Student Achievement and Progress	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	57%	70%
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	40%	70%	EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	40%	70%	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	38%	70%	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	49%	70%	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		Continue PLCs focused on intentional lesson planning, data, and student work sample review	Hanson, Geary	On-going	PLC	Title I	\$ 5,000.00	Achievement
2 2, 3, 4, 9	SPED	Provide a monitoring schedule with SGGR training focused on vocabulary and concept development (new/returning/reluctant staff)	Hanson, Geary, Norvell, Turner	On-going		Title I	\$ 1,000.00	Closing Gaps
3 3, 4		Continue Fountas and Pinnell training/Implementation (new,returning,reluctant staff)	Turner, Norvell, District	September	Faculty Mgt/PLC	Title I	\$ 5,000.00	Closing Gaps
4 2, 9		Create a document to track Lexile/F&P growth throughout the year	Turner, Norvell	September	Faculty Mgt	Local	\$ -	Progress
5 4	SPED	Professional Development for technology based formative assessment	York, Burks	September	Faculty Mgt	Other	\$ 5,000.00	Achievement
6 3, 9		Utilize LLI for Tier 2 & 3 students	LLI Teacher	Sept/Oct		Title I	\$ 10,000.00	Closing Gaps
7 2, 3		Monitor quality and quantity of lessons of Achieve 3000 and Smarty Ants	Hanson, Geary, Norvell	On-going		Local	\$ -	Achievement
8 2		Develop and maintain campus data visuals	Teachers, Allen	On-going		Title I	\$ 2,000.00	Progress
9 2, 3, 5		Schedule classroom visits and learning walks	Hanson, Geary, Norvell, Turner, Martin (Leadership Team)	On-going	PLC	Title I	\$ 5,000.00	Tchr/Staff Quality
10		Continue Professional Development for Multiple Response Strategies	Hanson	On-going	PLC	Title I	\$ 5,000.00	Tchr/Staff Quality
11 4		Student real world experiences/field trips/District competitions	Hanson/Geary	On-going	PLC	Local	\$ 10,000.00	Culture and Climate
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2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal: Dr. Christina Hanson

Leadership Director:

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)
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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 57 to 70 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		63.0%			70%	-7.0%
Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading		47.0%			70%	-23.0%
Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading		50.0%			70%	-20.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Implement Teaching Trust protocol for	1-(Achievement) Continue PLCs focused on student work sample review	student work review sample grades 3-5 monthly	On Target			
2 Develop SGGR/SGGM monitoring schedule	2-(Closing Gaps) Provide a monitoring schedule with SGGR training focused on vocabulary and concept development (new/returning/reluctant staff)	All staff have been trained in SGGR. Training continues for struggling teachers. Evidence of SGGR in W/Ts and LPs	On Target			
3 Create F&P schedule for Tier 2 and 3 students	4-(Progress) Continue Fountas and Pinnell training/Implementation (new,returning,reluctant staff)	All literacy teachers have been F&P trained. Tutor is assigned to consistently help teachers keep track, assess, and stay on schedule with this measurement assessment tool.	On Target			
4 Pull BOY Lexile information and update throughout the year	6-(Closing Gaps) Create a document to track Lexile/F&P growth throughout the year	Data Analyst keeps track of Lexile growth in Data Analyst Office while Literacy Coach keeps track and shares with staff weekly Achieve Data. Teachers track in the classroom	Above Target			
5 Develop technology plan to train teachers throughout the year	7-(Achievement) Professional Development for technology based formative assessment	Campus Technology specialist schedules monthly to meet with teachers for instructional tech support and has delivered PD to staff.	On Target			

6	Hire LLI specialist with discretionary funds	10-() Utilize LLI for Tier 2 & 3 students	LLI is used by the LLI Specialist daily with our grade 2 and 3 students	Below Target			
7	Develop monitoring and sharing system to target usage	12-() Monitor quality and quantity of lessons of Achieve 3000 and Smarty Ants	Literacy Coach monitors lesson implementation and usage for both programs.	On Target			
8	Obtain BOY campus data, visually organize	13-() Develop and maintain campus data visuals	Data Analyst created and maintains data visuals.	On Target			
9	Monitor classrooms for best practices then share across campus	14-() Schedule classroom visits and learning walks	Agendas from LW, teacher feedback documented in Strive.	On Target			
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Dr. Christina Hanson

Campus Needs - Student Achievement Action Plan

Leadership Director:

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	By June 2019, 100% of students in grades 3-5 will increase 1 performance level as measured by STAAR data in Reading.		43.00%	15.00%	3.00%	39.00%	43.00%	15.00%
Goal 2	By June 2019, 100% of students in grades 3-5 will increase 1 performance level as measured by STAAR data in Math.		48.00%	17.00%	5.00%	30.00%	48.00%	17.00%
Goal 3								
Goal 4								

		Alignment	Expectations					Focus → Achievement &
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	3,8	Implement DDI Data Analysis Protocol	Leadership Team	On-going	PLC	Local		
2	1,3,7,9	Small group guided reading professional development/implementation	Turner, Norvell	September	Faculty Mgt	Title I	\$ 5,000.00	
3	1,3,7,9	Small group guided math professional development/implementation	Martin	September	Faculty Mgt	Title I	\$ 5,000.00	
4	1,3	Fountas & Pinnell Training and Refresher	Turner	September	PLC	Title I	\$ 2,000.00	
5	4	Implement and utilize technology-based Formative Assessment	York	September	Faculty Mgt	Title I	\$ 15,000.00	
6		Implement and utilize Standards aligned formative assessment professional development	Leadership Team	On-going	PLC			
7		Academic Achievement event held once a month-Focus will be math and literacy concepts that students are having difficulty with	Teachers, Leadership Team	Sept-April	After Sch	Title I	\$ 10,000.00	
8		LLI tutor to support and Implement Leveled Literacy Interventions (LLI) with fidelity in 3rd grade. Students will be exposed to various genres, characteristics as well as academic language and Dolch sight words, phrases and sentences.	Masterson	Sept-May	Pull-Out			
9		Students identified as dyslexic will receive the appropriate lessons	Young	Aug-May	Pull-Out			
10		Develop/Implement Instructional Planning Calendars	Martin, Turner, Allen	Aug-May	Pull-Out			
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Dr. Christina Hanson

Leadership Director:

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (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
	By June 2019, 100% of students in grades 3-5 will increase 1 performance level as measured by STAAR data in Reading.						
	By June 2019, 100% of students in grades 3-5 will increase 1 performance level as measured by STAAR data in Math.						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Lesson plan feedback, walkthroughs	Implement DDI Data Analysis Protocol	Lesson plans, reteach opportunities	On Target			
2 Teacher data binder, lesson plan feedback, evidence of students moving as they progress	Small group guided reading professional development/implementation	Lesson plans, Eduphoria strive walkthrough data, student Fountas and Pinell and Achieve 3000 growth, campus coach support logs	On Target			
3 Teacher data binder, lesson plan feedback, evidence of students moving as they progress	Small group guided math professional development/implementation	Lesson plans, Eduphoria strive walkthrough data, student Fountas and Pinell and Achieve 3000 growth, campus coach support logs	On Target			
4 Reading levels recorded in Google Doc, Calibrate for data meeting	Fountas & Pinnell BAS Training and Refresher	Recorded reading levels BOY, MOY, EOY in Google Doc	On Target			
5 Feedback on LPs and Walkthroughs, Face to Face conferences	Implement and utilize technology-based Formative Assessment	Eduphoria Strive Walkthrough Data-TTESS Domains 1, 2	On Target			
6 Feedback on LPs and Walkthroughs, Face to Face conferences	Implement and utilize Standards aligned formative assessment professional development	Lesson plans, Eduphoria Strive walkthrough data TTESS Domains 1, 2	On Target			

7	Agendas from content nights	Academic Achievement event held once a month-Focus will be math and literacy concepts that students are having difficulty with	Campus identifies lowest objectives in each content, activities planned around objectives	On Target			
8	A3000 growth, Initial and Post assessment data	LLI tutor to support and Implement Leveled Literacy Interventions (LLI) with fidelity in 3rd grade. Students will be exposed to various genres, characteristics as well as academic language and Dolch sight words, phrases and sentences.	Hire for the position, walkthrough data, increased reading levels measured by A3000	Not Started			
9	A3000 growth, Initial and Post assessment data	Students identified as dyslexic will receive the appropriate lessons	Eduphoria Strive Walkthrough Data-TTESS Domains 1, 2	On Target			
10	Admin feedback on IPCs	Develop/Implement Instructional Planning Calendars	IPC creation	Not Started			
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Dr. Christina Hanson

Leadership Director:

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	By August of 2019 the overall accountability score will increase from 74 to 80 as measured by the TEA accountability ratings.			74%	80%	EOY
	Goal 2						EOY
	Goal 3						EOY
	Goal 4						EOY

Title I Components	PBMAS	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	4, 9	Teacher leadership team to attend Ron Clark Academy	Geary/Hanson	December	Pull-Out/ Vendor	Title I	\$ 15,000.00	Culture and Climate
2	2, 8, 9	Obtain and utilize the All In Learning System	Geary/Hanson/Leadership	September	Pull-Out/ Vendor	Title I	\$ 5,000.00	Achievement
3	2	Attendance incentives to increase student achievement	Geary	September		Title I	\$ 5,000.00	Achievement
4	3, 9	Saturday School Academy to provide targeted interventions	Leadership Team	February		Title I	\$ 3,000.00	Closing Gaps
5	2, 3, 9	Utilize STAR Renaissance to support literacy instruction	White, Norvell	On-going		Title I	\$ 5,000.00	Achievement
6	1, 2, 3	IPC Creation Days once every six weeks-Substitutes for each teacher 3-5	Teachers, Leadership Team	On-going	Pull-Out/ PLC	Title I	\$ 3,000.00	Tchr/Staff Quality
7	6	Provide quarterly parent communication outlining campus goals, highlighting student achievement, and informing of campus events.	Hanson	Quarterly	PLC	Local	\$ 10,000.00	Culture and Climate
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Dr. Christina Hanson

Leadership Director:

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	By August of 2019 the overall accountability score will increase from 74 to 80 as measured by the TEA accountability ratings.				80%	
					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)
1 Analyzing FOCUS and 360 discipline data	1-() Teacher leadership team to attend Ron Clark Academy	House meetings, house incentives	On Target			
2 Lesson plan check, usage report	2-() Obtain and utilize the All In Learning System	Walkthroughs Lesson plans	On Target			
3 Attendance data reports, Pre/Post assessments	3-() Attendance incentives to increase student achievement	Attendance data board	On Target			
4	4-() Saturday School Academy to provide targeted interventions	Schedules, student sign in sheets, lesson plans	Not Started			
5 Data report, lesson plans centered around	5-() Utilize STAR Renaissance to support literacy instruction	Small group lesson plans	On Target			
6	6-() IPC Creation Days once every six weeks-Substitutes for each teacher 3-5	Submitted IPC, walkthrough evidence in Strive	Not Started			
7 Parent survey	7-() Provide quarterly parent communication outlining campus goals, highlighting student achievement, and informing of campus events.	Newsletter	On Target			
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Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: Dr. Christina Hanson

Leadership Director:

The 2018-19 CIP format includes a new section to document family/community engagement and health related requirements.

Focus SMART Goal	REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL		Baseline (BOY)	to Target	by Deadline
	REQUIRED ONE HEALTH RELATED GOAL				
	Goal 1	By May of 2019, 60% of 1st through 5th grade students and families will participate in one student-led conference	0%	60%	1-May
	Goal 2	By May of 2019, the number of Health and Wellness activities will increase by 25%	50%	75%	1-May
	Goal 3 (Optional)				
Goal 4 (Optional)					

Title I Component	PBMAS	Alignment		Expectations				
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus
1 2, 4, 6, 9		Provide professional development to teachers on how to facilitate a student-led conference	Hanson, Geary	November	PLC	Title I		FAMILY
2 2		Practice with students on leading conference	Classroom Teachers	December		Title I		FAMILY
3 2		Vote on Health and Wellness Coordinator	Staff	September	Faculty Mgt	Title I	\$ -	HEALTH
4 2,6		Calendar at least 5 Health and Wellness activities for the school year	Kolar	September		Title I	\$ -	HEALTH
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