

176-Waverly Park ES

Roberto Baeta

Sonja Starr-Malone

2018-19 Schoolwide Programs: Campus Improvement Plan

176-Waverly Park ES

Principal: Roberto Baeta

Executive Director: Sonja Starr-Malone

State Accountability Status

Met Standard

Campus Distinctions

Top 25% Student Progress

Top 25% Closing Achievement Gap

Academic Achievement in Reading/Language Arts

Academic Achievement in Math

Academic Achievement in Science

Academic Achievement in Social Studies

Postsecondary Readiness

Campus Mission/Vision Statement

Campus Mission: "Preparing all students for success in college, career, military and community leadership"

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

Select 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	77
Domain 2: School Progress	85
Domain 3: Closing The Gaps	92

SBDM Members

Name	Role
Stephanie Torres	Teacher
Trisha Floyd	Teacher
Megan Breedlove	Teacher
Soundra Reiser	Teacher
Alex Montalvo	Parent
Steve Gay	Business Rep
Sharon Rogers	Community Rep
Robert Mendez	District-Level Staff
Crystal Jennings	Campus Non-Tch Prof
Tyanna Smith	Campus Non-Tch Prof
Lena Burnett	Dist Emp Relations Council Rep
Chad Trotter	Dist Emp Relations Council Rep
	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: Waverly Park Elementary

Principal: Roberto Baeta

Data Sources Used	No Graduation Yes Attendance Yes Discipline Yes Instruction Yes Curriculum Yes Student Data	Data Sources Used	No Feeder Pattern Analysis No Cohort Analysis Yes Support Systems Yes Intervention Services No Dropout Identification Yes Achievement Gap	Data Sources Used	No Data Accuracy No Surveys Yes Fund Balance Yes Recruit & Retain Quality Staff Yes VOC-Customer Feedback Yes 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	<ol style="list-style-type: none"> Diverse Populations/Programs % Hispanic, % White, % AA EE- K-4 5 18/19 Dual lang. 	<ol style="list-style-type: none"> PEIMS - At Risk 62% ED 2/21/18 65% ED Increase Absences & Tardies Increase Emotional and Behavioral Concerns 	<ol style="list-style-type: none"> Increase literacy foundational skills of all students Increase the foundational skills of mathematics of Increase All stake holders involvement in order to 		
Student Achievement	<ol style="list-style-type: none"> STAAR 2017 P/ Index, Met Above/ Incr. 1-74, 2- 46, 3-42, 4- All possible TEA distinctions 	<ol style="list-style-type: none"> Dual Language 2018 - Grade 5 Mastery Basic Writing Skills 56% Sped. 13% All Students Not Reading at Grade Level Reading Phonics/Basic Skills Math & Reading 			
School Culture and Climate	<ol style="list-style-type: none"> School-wide PBIS School Safety Student /Staff Leadership Opport. 	<ol style="list-style-type: none"> Classroom PBIS & Specials & Support Self-regul. Support - Social/Emotional Concerns School-wide Motivation/Leadership 			
Staff Quality/ Professional Development	<ol style="list-style-type: none"> Common Planning Open/Collaborative Environment Prof. Dev. Aligned to Campus 	<ol style="list-style-type: none"> Effective PLC's Vertical Planning New Teacher Integration/Training Teacher Recognition/Incentives 			
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> Phonics K-2 (Saxon) High Interest Reading Resources. Increase of Technology 	<ol style="list-style-type: none"> Phonics/Word Work Instruction Achieve3000& Smarty Ants- Met Recommen Progress Monitoring 			
Family and Community Involvement	<ol style="list-style-type: none"> Community Liaison PTA Support Parent Reading Sessions 	<ol style="list-style-type: none"> Parent Involvement Academic/Behavior/Attendance Parent /Teacher/Student Goal Setting 			
School Context	<ol style="list-style-type: none"> Staff, Parent & Community Input 	<ol style="list-style-type: none"> Increase Teacher/Student/Parent Surveys 			

and Organization	2.	Flexible Schedule to allow PLC	2.	School-wide General Student Expectations
	3.	every week		Students/Staff/Parents

		176-Waverly Park ES						
Budget Summary	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
		\$ 41,588	\$ 6,240		\$ 691	\$ 410	\$ 3,679	\$ 111,019

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Roberto Baeta

Leadership Director: Sonja Starr-Malone

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	13,889	3,120	0	230	137	1,839	70,380	\$ 89,595
Campus Needs - Student Achievement	22,149	3,120	0	461	273	1,840	27,971	\$ 55,814
Campus Needs	0	0	0	0	0	0	0	\$ -
Parent/Family Engagement Health Related	5,550	0	0	0	0	0	12,668	\$ 18,218
TOTAL	\$ 41,588	\$ 6,240	\$ -	\$ 691	\$ 410	\$ 3,679	\$ 111,019	\$ 163,627
Allocations	41,588	6,240	-	691	410	3,679	111,019	163,627
Percent Budgeted	100%	100%	NA	100%	100%	100%	100%	100%

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: Roberto Baeta

Student Outcome Goals Action Plan

Leadership Director: Sonja Starr-Malone

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		
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	60%	80%	EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	37%	90%	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	80%	90%	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	37%	90%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1		Ensure all students complete 2 articles per week in ACHIEVE	Teacher/ AP / Principal/ Computer lab					
2		Use of instructional strategies and technology	Principal			Title I	\$ 70,380.00	Achievement
3		Title I Teacher Assistant providing reading pull out weekly and progress monitoring monthly.	Title I TA					
4		Computer lab assistant supports teachers and students to increase the allowable time using computers	Computer Lab Manager			SCE	\$ 3,120.00	Closing Gaps
5		Data from interim assessments wil show growth aligned to goals.	Administration					
6		Tutoring will be provided based in low TEKS mastery twice a week	Teachers			Bilingual	\$230	Closing Gaps
7						GT	\$ 137.00	Achievement
8						SPED	\$ 918.00	Closing Gaps
9						SPED	\$ 921.00	Closing Gaps
10								
11		General Supplies to support reading campus goals				Local	\$ 13,889.00	Achievement
12								
13								
14								
15								

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal: Roberto Baeta

Leadership Director: Sonja Starr-Malone

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 0 to 0 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		60.0%			80%	-20.0%
Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading		37.0%			90%	-53.0%
Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading		37.0%			90%	-53.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Reports from A3K	1-(Closing Gaps) Utilize Title 1 teacher assistant to meet with small groups to provide reading intervention and F and P assessments.	Increase 200 lexile levels				
2 Survey	2-() Computer Lab Assistant					
3						
4						
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Roberto Baeta

Campus Needs - Student Achievement Action Plan

Leadership Director: Sonja Starr-Malone

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	Percent of students in 4th and 5th grade levels performing at Meets and Master Grade Level as measured by the STAAR standard in Reading will increase from 44% to 54% (Meets) and 23% and 33% (Masters)		77.00%	44.00%	23.00%	90.00%	54.00%	33.00%
Goal 2	Percent of students in 4th grade performing at Meets and Master Grade Level as measured by the STAAR standard in Writing will increase from 34% to 44% (Meets) and 10% and 20% (Masters)		56.00%	34.00%	10.00%	76.00%	44.00%	20.00%
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		Reading programs to supports Goal #1	Roberto Baeta/Callie	Year long	PLC	Title I	\$ 26,171.00	Progress
2		Writing initiative to support Goal #2	Teacchers/Administration	Year long	After Sch	Title I	\$ 1,800.00	Progress
3		Data from interim assessments wil show growth aligned to goals.	Teacchers/Administration	September to April	PLC			
4		Tutoring will be provided based in low TEKS mastery twice a week	PTA / Roberto Baeta	School Year	After Sch			
5		Establish a penpal with a community partner to increase authentic writing.	4th gr. teachers/ Administration	Sept to April	PLC			
6		Increase membership by every monthly staff meeting	Administration	School year	After Sch			
7		Send home with each child	Administration /Main office		After Sch			
8		Students from 1st to 3rd will utilize the writing process daily as evidence in journals, writing folder and authentic final products.	Teachers		PLC			
9								
10		Reading programs to supports ELA goals	Teachers and Administration		PLC	SCE	\$ 3,120.00	Closing Gaps
11		Reading programs to supports ELA goals	Teachers and Administration		PLC	Bilingual	\$ 460.50	Closing Gaps
12		Reading programs to supports ELA goals	Teachers and Administration		PLC	GT	\$ 273.00	Progress
13		Reading programs to supports ELA goals	Teachers and Administration		PLC	SPED	\$ 1,840.00	Closing Gaps
14		Reading programs to supports ELA goals	Teachers and Administration		PLC	Local	\$ 22,149.00	Closing Gaps
15								

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Roberto Baeta

Leadership Director: Sonja Starr-Malone

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
	Percent of students in 4th and 5th grade levels performing at Meets and Master Grade Level as measured by the STAAR standard in Reading will increase from 44% to 54% (Meets) and 23% and 33% (Masters)						
	Percent of students in 4th grade performing at Meets and Master Grade Level as measured by the STAAR standard in Writing will increase from 34% to 44% (Meets) and 10% and 20% (Masters)						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 PLC Meetings	Data analyst to support and instruct personnel in interpreting, analyzing and identifying data trends and assist in formulating plans and identifying resources.	PLC Meetings sign in sheets and agenda	On Target			
2 Interim Assessments and Benchmarks	Teachers will review interim assessments and benchmarks to identify any needed adjustments to instruction	PLC Meetings	Not Started			
3 Sign in sheets	Literacy Night event to promote literacy awareness and provide tools to parents to assist students at home.	literacy night plan	Not Started			
4 Sign in sheets	Science/Math Night event to promote math awareness and provide tools to parents to assist students at home.	Math/science night plan	Not Started			
5 Sign in sheets	Teachers, data analyst and counselor will participate in planning meetings to prepare and/or create activities and identify resources to meet CNA needs.	Agendas	On Target			
6 Interim Assessments and Saxon Phonics Assessments	Teachers will utilize STAAR aligned materials in Math and Reading. ISazon Phonics data will be utilized by students served through special education and at risk students identified by RTI	intervention plans Imagine Learning reports	Not Started			
7 PLC Meetings and Walkthroughs	Teacher professional development will be determined based on identified needs through PLC and walkthroughs	905's	On Target			
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14						
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Roberto Baeta

Leadership Director: Sonja Starr-Malone

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					EOY
	Goal 2					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								
2								
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Roberto Baeta

Leadership Director: Sonja Starr-Malone

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	
						0%	
						0%	
						0%	
						0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/-)
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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: Roberto Baeta

Leadership Director: Sonja Starr-Malone

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	Parent/family participation in at least 1 campus-based organization (PTA) will increase from 330 members to 500 members		330%	500%	19-Jun
	Goal 2	Percentage of students tested in FitnessGram that have report cards sent home will be 100%		100%	100%	1-Jun
	Goal 3 (Optional)					
Goal 4 (Optional)						

Title I Component	PBMAS	Alignment	Expectations					Focus	
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt		
1	ex. 1, 3,	Community Liasion salary and benefit	Principal / SBDM Parent liaison and Administration				Title I Local	\$ 12,668	FAMILY
2		Community involvement initiatives						\$ 5,550.00	FAMILY
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