

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 159 - Williams ES, Versia L.

Principal: Wright, Angela

Executive Director: Shawn Buchanan

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: 96.5

Special Education: 6

Dual Language/ESL: 55.3

Gifted and Talented: 8.7

Career and Technology: 0

Percentage of at-risk students: 84.6

Percentage of English Language (EL) students: 58.8

Percentage of economically disadvantage students: 87.7

2019-2020 Campus Site-Based Committee

Name	Role
Angela Wright	Principal
Juanita White	Campus Non-Teacher Professional
Leslie Luttrell	Campus Non-Teacher Professional
Dana Jones	Business Representative
Sherrie Higgs	Business Representative
Tameka McFarland	Community Representative
Dr. Tara Reed	Community Representative
Nissan Shawkat	Teacher
Veronica Bautista	Teacher
Thomas Tarbet	Teacher
Kim Barnes	Teacher
Andrea Jimenez	Teacher
Feliberta Trinh	Teacher
Juan Omedao	Teacher
Kimberly Soria	Parent
Hermelinda Resendez	Parent

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Williams ES, Versia L..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 64	69 - Met Standard
Domain 2: School Progress 70	
Domain 3: Closing The Gaps 67	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

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. Versia Williams has a diverse campus population both students and staff.	1. Continued review of demographic trend data will assist in targeting staff and resources to specific student populations and PIEMs groups.	1. District level support with professional development and online resources to support strong Tier I instruction.
	2.	2. Classroom Spanish intervention support for DL students, PK-2nd.	2. Purchase of supplemental materials for math and reading to support small group instruction and student engagement.
	3.	3. Increase and maintain current student enrollment.	3. Tutors continued support with 3rd-5th Tier II and III students in small groups.
Student Achievement	1. Reviewing and documenting student progress measure goals for students 3rd-5th grade as it pertains to STAAR.	1. Strong Tier I instruction and structured interventions to ensure academic achievement/growth for DL and struggling students.	4. Schedule teacher professional development to address: Standard and Alignment, Small Group Instruction and Assessment/Formative Feedback.
	2. Monthly data tracking and professional development to support teacher Achieve instructional model.	2. Increase and maintain an attendance rate of 97% for both students and staff.	5. Plan for parent engagement activities to support and assist in the classroom.
	3. Achieve3000 engagement growth and support	3. The purchase of online resources to support math instruction K-5th.	
School Culture and Climate	1. Grade level teams work more productive and collaborate to support the standards and alignment.	1. A plan for additional team building and teacher celebration activities throughout the school year.	
	2. Some student behavior plans have been implemented and effective impact student improved behavior.	2. Close adherence to classroom meetings to build strong school and classroom communities.	
	3. Ms. Soria has assisted in updating the campus website.	3. Media support for each grade level will be identified.	
Staff Quality/ Professional Development	1. Vertical and horizontal planning has improved the quality of instruction and campus support	1. Additional support with small group instructional planning and student accountability for independent work in the areas of math and ELAR/SPLAR.	
	2. Teacher led trainings in content areas and during new teacher training has increased teacher engagement.	2. Differentiated PD/Coaching of teacher	
	3. PD and structured RTI meetings have increased the teachers capacity for the RTI process.	3.	

Curriculum, Instruction, and Assessment	1.	Tracking student data in PK has led to conversations with lower grades about specific student growth and teacher practices.	1.	Classroom libraries to support student engagement in ELAR classrooms
	2.	PLC's and school focus has narrowed the window when planning and supporting student achievement	2.	Supplemental resources to support independent times during small groups.
	3.	District assessments are given in a timely manner and data is quickly available for progress monitoring.	3.	
Family and Community Involvement	1.	PTA more organized and funding school projects.	1.	Train parents to help support classroom and instruction
	2.	Our monthly parent engagement activities promote positive relationships with teachers and staff.	2.	
	3.		3.	
School Context and Organization	1.	Leadership Team (Grade Level Chairs) was engaged in school planning	1.	Year-long calendar of activities and teacher PLC engagement
	2.	Teacher Newsletter	2.	Additional teacher committees and clubs needed
	3.		3.	

Academic Excellence Goals

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

Campus Name: 159 - Williams ES, Versia L.

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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.	60.94	17.19	9.38		
	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)					

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	Engage teachers and staff in monthly instructional based professional developments opportunities that support Language Arts instruction. Funding for general/training supplies, materials and resources.	1. Teachers will participate in, but not limited to, the following literacy professional development: Pearson Program Activation, Scope and Sequence Unit Guides Lesson Planning, Reading Comprehension Toolkit and Writing Units of Study. 2. Substitutes will be provided for scheduled pull-out observations, trainings and planning sessions.	Principal	5/29/2020	Local (Basic Allotment)	8,900	Not Started	
2 Title I	Provide training for LLI reading intervention and Success Maker resources and reporting to support structured Tier II and III instruction. Training conducted at the beginning of the school year to impact the growth of Tier II and Tier III students	Teachers will utilize progress monitoring tools to track and monitor student growth. Utilize data to drive decision about teaching and learning through weekly PLC meetings.	Principal	5/29/2020	SCE	3,876	Not Started	
3 LEP	Provide district approved professional development, supplemental materials and tools to support Dual Language Students and teachers through well planned monthly professional development opportunities that focus on broad to specific lesson planning (PLC cycles I & II).	Teachers will deliver instruction to the diverse population with a focus on classroom goals, campus focus areas (Standards and Alignment, Small Group Instruction and Assessment/Formative Feedback), and identified SLOs.	Principal	5/29/2020	Bilingual	2,781	Not Started	
4 SPED	Provide differentiated instruction to support Special Education Students and teachers through monthly professional development opportunities that focus on aligning methods and techniques to diverse student needs and RTI strategies (PLC cycles VI).	Teachers will deliver instruction to the diverse population with a focus on classroom goals, campus focus areas (Standards and Alignment, Small Group Instruction and Assessment/Formative Feedback), and identified SLOs.	Teacher(s)		Special Education	2,057	Not Started	
5 Title I	Design and execute flexible lessons that encourage higher order thinking, persistence and achievement as evidenced in lesson plans.	Teachers will deliver instruction to the diverse population with a focus on classroom goals, campus focus areas (Standards and Alignment, Small Group Instruction and Assessment/Formative Feedback).	Teacher(s)		Gifted & Talented	300	Not Started	

6	Title I	Funding for Data Analyst to conduct monthly meetings track, progress monitor and interpret data to support classroom instruction with a focus on data and growth through PLCs.	The Data Analyst will: create, maintain and monitor campus data tracker, we well as, data boards; Engage teachers in discussions regarding progress monitoring and data driven decision making through PLC meetings	Principal	5/29/2020	Title I	60,000	Not Started
7	Title I	Monitor and adjust the instructional delivery based on the literacy lesson cycle as outlined in the curriculum framework, as well as, Achieve3000 district expectations through coaching cycles. Funding for general supplies, technology and resources to support classroom instruction	1. Administrators will conduct classroom observations based on the 2019-2020 observation schedule. 2. Administrators will utilize coaching strategies to impact classroom teaching and learning. 3. Teachers and administrators will engage in effective communication that supports the instructional growth of students.	Principal	5/29/2020	Local (Basic Allotment)	9,000	Not Started
8	Title I	Support campus focus areas of Standards and Alignment, Small Group Instruction and Assessment/Formative Feedback by purchasing district approved resources.	Conduct book dives into resources that improve teaching pedagogies, thereby improving student achievement and growth	Principal	5/29/2020	Local (Basic Allotment)	1,500	Not Started
9	Title I	Funding for library books	The librarian will purchase \$3000 worth of books for the library.	Other	10/31/2019	Title I	3,000	Not Started
10	Title I	Engage in professional development activities to support teacher growth, building relationships and mental wellness	Select training that will promote teacher growth and mental wellness to be held on campus.	Principal	2/28/2020	Title I	2,000	Not Started
11					5/29/2020			Not Started
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:

Mission Goals

Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students at grade level or above in Math will increase from	36%	40%	EOY
	Engage teachers and staff in strong Tier I instructional strategies that support Language Arts, Math and Science instruction. Funding for training genera			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	Monitor and adjust the instructional delivery based on the standards and alignment of the curriculum framework, as well as, campus/district expectations. Funding for general classroom supplies and materials	<ol style="list-style-type: none"> Administrators will conduct classroom observations based on the 2019-2020 observation schedule. Administrators will utilize coaching strategies to impact classroom teaching and learning. Teachers and administrators will engage in effective communication that supports the instructional growth of students. 	Principal		Title I	11,312	Not Started	
2 Title I	Math resources and technology for math, reading and writing to be utilized for assessment and formative feedback as evidenced in lesson planning.	<ol style="list-style-type: none"> Utilize All In Learning formative assessment and online resources at least twice a week in 2nd-5th grade math classrooms Print reports for progress monitoring and data driven decision making 	Teacher(s)	6/26/2020	Title I	4,500	Not Started	
3 Title I	Monitor teachers use of small group instruction in the teaching of math. Plan professional development for rigorous, relevant independent activities for student engagement while teacher is engaged in small group rotations. Purchase of general supplies and materials to support high levels of engagement during independent activities.	<ol style="list-style-type: none"> Administrators will conduct classroom observations based on the 2019-2020 observation schedule. Administrators will utilize coaching strategies to impact classroom teaching and learning. Teachers and administrators will engage in effective communication that supports the instructional growth of students. 	Principal	5/29/2020		0	Not Started	
4 Title I	Provide Tier II and III instructional support with part-time tutors to support intensive intervention strategies while tracking student progress	<ol style="list-style-type: none"> Hire and assign tutors to Tier II and III students to support small group instruction Document student engagement and progress for RTI tracking 	Principal	5/29/2020	Title I	13,000	Not Started	

5		Develop common literacy strategies and building expectations for writing across grade level. Funding for training, materials, and supplies.	<ol style="list-style-type: none"> 1. Create opportunities throughout the building for students to utilize authentic writing - "Reasons to Write." 2. Utilize journaling in all content areas to support authentic student engagement and writing. Purchase of student composition books, as well as, other general materials and supplies. 					
6	Title I	Funding for teacher-led staff development and trainings during PLCs or After-School for best practices and instructional strategies. In addition to funding for teacher-led clubs and activities. Funding for teacher planning and participating outside the instructional day	<ol style="list-style-type: none"> 1. Lead content teacher will plan for curriculum share for faculty meetings and/or "Work it Out" Wednesday after-school support. 2. Teachers on the leadership team will contribute to school planning by requesting grade level support and/or training for their peers. 	Instructional Leadership	5/29/2020	Title I	2,000	Not Started
7	Title I	Funding for teacher-led staff development and trainings during PLCs or After-School for best practices and instructional strategies. In addition to funding for teacher-led clubs and activities. Funding for teacher planning and participating outside the instructional day	<ol style="list-style-type: none"> 1. Lead content teacher will plan for curriculum share for faculty meetings and/or "Work it Out" Wednesday after-school support. 2. Teachers on the leadership team will contribute to school planning by requesting grade level support and/or training for their peers. 	Teacher(s)	5/29/2020	Local (Basic Allotment)	2,000	Not Started
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15								

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