

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 160 - Walton ES, Maudrie M.

Principal: Christina Hanson

Executive Director: Priscila Dilley

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: 94.1
Special Education: 10.7
Dual Language/ESL: 22
Gifted and Talented: 4.4

Career and Technology: 0
Percentage of at-risk students: 78
Percentage of English Language (EL) students: 16.9
Percentage of economically disadvantage students: 86.8

2019-2020 Campus Site-Based Committee

Name	Role
Dr. Christina Hanson	Principal
Rediesha Allen	Additional Representative Appointment
LaSunja Martin	Additional Representative Appointment
Breanna Green	Campus Non-Teacher Professional
Martha Jenkins	District Level Staff
Kimberly Robertson	Teacher
Cindy Strunk	Teacher
Kristi York	Teacher
Jennifer Walker	Teacher
Latonya Copeland-Berry	District Level Staff
Eric Darjean	Business Representative
Cecilia Parra	Parent
Kayneen Parker	Community Representative
Tammy Whitaker	District Employee Relations Council Representative

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Walton ES, Maudrie M..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 53	74 - Met Standard
Domain 2: School Progress 74	
Domain 3: Closing The Gaps 73	

Campus Distinction Designations

Academic Achievement in Mathematics: 0	Postsecondary Readiness: 0
Academic Achievement in Science: 0	Top 25 Percent: Comparative Closing the Gaps: 0
Academic Achievemet in English Language Arts/Reading: 0	
Top 25 Percent: Comparative Academic Growth: 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. 315 students	1. consistent tutors/additional teacher assistants to aide students	1. Provide training and resources to ensure proper application of the five Transformation Zone Levers (Coaching and Feedback, Data-Driven Instruction, Curriculum and Instruction, Professional Learning Community and School Culture).
	2. Active student voice on campus via STUCO	2. teacher recognition systems and incentives	
	3. Active parent group via volunteerism	3.	2. Improve reading, writing, and math proficiencies in all grade levels.
	4.	4.	3. Provide resources to support the social emotional needs for students and staff.
	5.	5.	4. Increase parent awareness to support students academic and social emotional needs.
	6.	6.	5.
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	9.	9.	8.
	10.	10.	9.
	11.	11.	10.
	12.	12.	11.
	13.	13.	12.
	14.	14.	13.
	15.	15.	14.
	16. 330 students	16. consistent tutors to aide students	15.
	17. Active student voice on campus	17. teacher incentives and recognition	16.
	18. Active parent group via volunteering	18.	17.
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Student Achievement

1.	Achievement in: 3rd grade Math (STAAR) 5th grade Math (STAAR) Growth in: 5th grade Reading (STAAR) 5th grade Science (STAAR)	1.	basic facts and problem solving techniques	26.	STAAR - 3rd Reading, 4th grade all subjects
2.		2.	higher levels of reading achievement in 3rd and 4th grade	27.	Strengthen teacher capacity through professional development and other team building activities
3.		3.		28.	Provide academic support and social support for students
4.		4.		29.	Strengthen data driven best practices and data driven instruction
5.		5.		30.	
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16.	5th grade Math	16.	basic facts and problem solving techniques	41.	
17.	3rd grade Math	17.	higher levels of reading achievement	42.	
18.	growth in 5th grade Science	18.		43.	
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School Culture and Climate

1.	increase in use of Restorative Practices	1.	restructuring of teacher teams based on teacher strengths
2.	decrease in referrals and incidents	2.	
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16.	Decrease on referrals and student support plans and behavior RTI	16.	Restructuring of teacher teams based on strengths
17.	increased use of Restorative Practice and Campus Culture Routines	17.	
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**Staff Quality/
Professional
Development**

1.	Track student growth and deficiencies	1.	instructional coach salaries to assist in teacher quality and student performance
2.	Campus Coaches - Data, Math, and Reading	2.	no struggling teachers placed on campus due to leveling
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16.	continuing to track student achievement and deficiencies	16.	No struggling teachers placed on campus due to leveling
17.	Instructional Coaches - Data, Reading and Math	17.	
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**Curriculum,
Instruction, and
Assessment**

1.	Achieve usage	1.	Intervention Hour
2.	NWEA usage and intervention activities specific to student need	2.	
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16.	Improvement in Achieve and NWEA usage and data disaggregation	16.	Intervention Hour
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**Family and
Community
Involvement**

1.	Rotary Club - School Adopter Pillar Church - School Adopter	1.	Educating parents about student achievement
2.	Read2Win Weekly Reader	2.	
3.	Family Night Events	3.	
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16.	Rotary Club and Pillar Church - school partners	16.	Educating parents/guardians about student achievement
17.	Read 2 Win	17.	
18.	Family Night Events	18.	
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School Context and Organization

1.	SBDM	1.	PLC Structure
2.	Team Leads/Content Leads	2.	Corporate sponsorships
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16.	SBDM	16.	PLC Structure
17.	Team Leads/Content Leads	17.	Corporate Sponsorships
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Academic Excellence Goals

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

Campus Name: 160 - Walton ES, Maudrie M.

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Executive Director: Priscila Dilley

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.	45.95	29.73	8.11		
	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	Teachers are following all components of the Planning Map and following Backwards Design to improve standards and alignment and formative assessment and feedback	PD Prior to the opening of school to establish planning and PLCs routines utilizing the Planning Map TEKS are clustered appropriately by six weeks, Lead4Ward, and to STAAR All teachers are following an aligned 6 weeks IPC order additional reading materials for students catered to levels, interests, and needed	Instructional Leadership	12/13/2019	Title I	3,000		
2 Title I	Students and teachers will implement components of the staff and student culture rubric	PD prior to the opening of school for application and training on the culture rubric and to practice routines and systems Systems and Routines are aligned to the Vision and Values Disc Training 1/2 or full day subs for IPC planning, one on one and team coaching	Principal	9/30/2019	Title I	3,000		
3				5/29/2020		0		
4 Title I	Strengthen data analysis and good first teach strategies for all teachers	hire new data analyst Professional development for data and data practices, reteach strategies	Instructional Leadership	5/29/2020	Title I	60,000		
5 Title I	Teachers are following all components of the Planning Map and following Backwards Design to improve standards and alignment and formative assessment and feedback	PD Prior to the opening of school to establish planning and PLCs routines utilizing the Planning Map TEKS are clustered appropriately by six weeks, Lead4Ward, and to STAAR All teachers are following an aligned 6 weeks IPC order additional reading materials for students catered to levels, interests, and needed	Instructional Leadership	12/13/2019	Local (Basic Allotment)	4,500		
6 Title I	Faculty and Staff Professional Development (tied to professional and campus goals)	attend PD (in and out of state) incorporate PD into student services present what is gleaned at PD to campus PD supplies and supplies for when PD initiatives are rolled out in the classroom to students	Instructional Leadership	5/29/2020	Local (Basic Allotment)	4,500		
7 Title I	intense intervention for struggling 3rd grade readers	hire LLI tutor	Teacher(s)	5/29/2019	Title I	10,000		

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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

Campus Name: 160 - Walton ES, Maudrie M.

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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 Reading will increase from	38%	50%	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	Teachers are following all components of the Planning Map and following Backwards Design to improve standards and alignment and formative assessment and feedback:	PD Prior to the opening of school to establish planning and PLCs routines utilizing the Planning Map TEKS are clustered appropriately by six weeks, Lead4Ward, and to STAAR All teachers are following an aligned 6 weeks IPC	Instructional Leadership	8/26/2019	Local (Basic Allotment)	4,000		
2 Title I	Students and teachers will implement components of the staff and student culture rubric	PD prior to the opening of school for application and training on the culture rubric and to practice routines and systems Systems and Routines are aligned to the Vision and Values	Principal	12/20/2019	Local (Basic Allotment)	4,000		
3 Title I	Provide students with culturally relevant, language appropriate, and grade level appropriate text	order library reading materials	Other	5/29/2019	Title I	2,000		
4 Title I	provide students with learning materials aligned to curriculum and expectations of the TEKS	order educational materials for students in order to be exposed to the rigor and depth of the standards	Principal	5/28/2019	Title I	3,000		
5 Title I	provide students with learning materials aligned to curriculum and expectations of the TEKS	order educational materials for students in order to be exposed to the rigor and depth of the standards	Principal	5/28/2019	Gifted & Talented	166		
6 Title I	provide students with learning materials aligned to curriculum and expectations of the TEKS	order educational materials for students in order to be exposed to the rigor and depth of the standards	Principal	5/28/2019	Special Education	3,000		
7 Title I	provide students with learning materials aligned to curriculum and expectations of the TEKS	order educational materials for students in order to be exposed to the rigor and depth of the standards	Principal	5/28/2019	SCE	1,000		
8 Title I	provide students with learning materials aligned to curriculum and expectations of the TEKS	order educational materials for students in order to be exposed to the rigor and depth of the standards	Principal	5/28/2019	Bilingual	397		
9 Title I	provide students with learning materials aligned to curriculum and expectations of the TEKS	order educational materials for students in order to be exposed to the rigor and depth of the standards	Principal	5/28/2019	Title I	1,950		
10 Title I	provide students with learning materials aligned to curriculum and expectations of the TEKS	order educational materials for students in order to be exposed to the rigor and depth of the standards	Principal	5/28/2019	Local (Basic Allotment)	2,825		

11	Title I	provide students with learning materials aligned to curriculum and expectations of the TEKS	order educational materials for students in order to be exposed to the rigor and depth of the standards	Principal	5/28/2019	Special Education	533		
12	Title I	provide students with learning materials aligned to curriculum and expectations of the TEKS	order educational materials for students in order to be exposed to the rigor and depth of the standards	Principal	5/28/2019	SCE	1,652		
13	Title I	provide students with learning materials aligned to curriculum and expectations of the TEKS	renew AR subscription for 2nd-5th graders	Other	5/29/2019	Title I	780		
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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:

Learning Environment Goals

Fort Worth Independent School District 2019-2020 Learning Environment Goals Action Plan

Campus Name: 160 - Walton ES, Maudrie M.

Principal: Christina Hanson

Executive Director: Priscila Dilley

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Community partnerships will increase based on my unique campus needs as measured by the School Profile from	3	4	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	engage existing campus partnerships recruit new campus partnerships	develop campus and community events	Other	5/29/2020	Title I	4,000		
2 Title I	engage parents and families in campus activities	retain Family and Community Specialist	Other	5/29/2019	Title I	8,300		
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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:

