

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 171 - Tanglewood ES

Principal: Smith, Connie

Executive Director:

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: 97.2
Special Education: 5.3
Dual Language/ESL: 5
Gifted and Talented: 35.2

Career and Technology: 0
Percentage of at-risk students: 37.2
Percentage of English Language (EL) students: 5.2
Percentage of economically disadvantage students: 5.7

2019-2020 Campus Site-Based Committee

Name	Role
Connie J. Smith	Principal
Kimm Payne	Teacher
To be elected	Teacher
To be elected	Teacher
Diane Rowton	Campus Non-Teacher Professional
Andrew McKenzie	District Level Staff
Kristen Brown	Parent
Julie Dawson	Parent
Kyley Lewelyn	Additional Representative Appointment
Caroyn Bell	Community Representative
Molly Hyry	Community Representative
John Crumley	Business Representative
Erin Daniels	Business Representative
Carrie McPadden	Parent

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Tanglewood ES. The 85th Texas Legislature 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 96	95 - Met Standard
Domain 2: School Progress 94	
Domain 3: Closing The Gaps 94	

Campus Distinction Designations

Academic Achievement in Mathematics: 1	Postsecondary Readiness: 1
Academic Achievement in Science: 0	Top 25 Percent: Comparative Closing the Gaps: 0
Academic Achievement in English Language Arts/Reading: 1	
Top 25 Percent: Comparative Academic Growth: 1	

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;

Title I, Part A; and

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	<ol style="list-style-type: none"> 900 students 5% LEP, 8% ED, 47% GT, 8% SPED 76% white, 8% Asian, 3% AA, 9% H, 3% 2 or more 	<ol style="list-style-type: none"> Large school with limited resources for interventions No title money Campus about to split As the staff grows, we have more inexperienced teachers. They are enthusiastic and skilled but are still building their craft. 	<ol style="list-style-type: none"> Increase meets and masters in writing. Teachers will receive Lucy Calkins training schoolwide. Special education will be a focus with emphasis on progress and meeting IEP goals. SPED students will receive support through SPED and regular education interventions.
	<ol style="list-style-type: none"> All teachers certified in GT At least one teacher per grade level with ESL Two SPED teachers Ethnicity of staff is consistent with student ethnicity 	<ol style="list-style-type: none"> 	<ol style="list-style-type: none"> Strategic decisions in a timely manner that affect the split of the campus in 2020 will be coordinated with the district and the community to assure transparency and effective communication for all stakeholders.
	<ol style="list-style-type: none"> 	<ol style="list-style-type: none"> 	<ol style="list-style-type: none">
Student Achievement	<ol style="list-style-type: none"> Reading - grade 3 - 98/88/75 Reading - grade 4 - 97/87/68 Reading - grade 5 - 100/91/66 *Approaches/meets/masters 	<ol style="list-style-type: none"> Achievement Gap - grade 3 - Asian to All (-16%) App 6 students. Achievement Gap - grade 4 - ED to All (-27%) 10 students 	
	<ol style="list-style-type: none"> Writing - grade 4 - 95/80/40 1% overall gain from 2018 in App *Approaches/meets/masters 	<ol style="list-style-type: none"> 6% drop in masters from 2018 6% drop in meets from 2018 Achievement gap - 30% in ED in masters from 2018 (10 students) 	
	<ol style="list-style-type: none"> Science - 94/82/48 Meets increased by 10% over 2018 Masters increased by 11% over 2018 *Approaches/meets/masters 	<ol style="list-style-type: none"> Overall drop of 5% from 2018 SPED students did not pass ED dropped 20% from 2018 (10 students) 	
School Culture and Climate	<ol style="list-style-type: none"> Teachers work collaboratively in grade levels and "Tiger Teams" (vertical teams). 100% of the staff feel safe at school. 100% feel engaged in the decision making process. 98% feel the environment is healthy, happy, and safe. No UEA or CCC concerns in the last 6 years. 	<ol style="list-style-type: none"> Continue to support teachers personally and professionally. Provide schedules that allow for teachers to meet and collaborate in order to ensure instructional consistency and integrity. 	
	<ol style="list-style-type: none"> 99% feel the school is safe and appreciate the systems in place. 96% feel engaged in the learning process. 97% gave positive feedback for the learning environment. 	<ol style="list-style-type: none"> Concerns include too many students in too little space. There are physical plant limitations until the school is split. Communicate planning and timelines for the school split with clear, transparent policies that govern staffing and resources. 	
	<ol style="list-style-type: none"> Students enjoy Tanglewood traditions such as programs, projects, and relationships with teachers and staff. 94% of the students feel engaged. 97% feel there is a positive learning environment. 98% feel safe. 	<ol style="list-style-type: none"> Continue to focus on providing engaging opportunities that align with high expectations for all students. 	

Staff Quality/ Professional Development	<ol style="list-style-type: none"> 1. All teachers are highly qualified. All teachers have G/T certification. Recruitment is done through networking with universities, hosting student teachers and observers, input from staff, and community involvement. 2. There is minimal turnover in staff. School climate is excellent and community support is strong. 3. Strategic assignments so teachers are teaching in areas of strength and interest is a priority. Teamwork fosters positive relationships on the campus and with the community. 	<ol style="list-style-type: none"> 1. Continue to network throughout the year and welcome potential candidates to the school. Work with TCU and other universities to train teachers and help student teachers find employment after graduation. 2. Communicate openly with the staff to encourage early notification of plans to retire/resign. This allows for adequate planning and good hiring candidates to be available. 3. Continue to monitor data to assign teachers strategically where they are best utilized and will be most effective. Share plans openly and in a timely manner to allow for input and avoid last minute changes.
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> 1. Tanglewood follows the TEKS, district curriculum, and uses available resources effectively. District assessments and campus-based assessments are reviewed to guide instruction and differentiate for individual needs. 2. Additional supplemental resources are provided to enhance the core curriculum: Wordly Wise, Motivation Math, Science, Reading, and Writing, Zaner handwriting, novel units, Scholastic News, and various technology programs including Achieve 3000, Moby Max, and Flowcabulary. 3. Intervention specialists are assigned to all grades. Pull-out is provided for grades K - 2. In grades 3 - 5, an enrichment period is built into the schedule to accommodate intervention and enrichment (GT) activities. The funding comes from local funds, leadership funds, and PTA. An optional after-school enrichment program is offered for grades 1 - 5. 	<ol style="list-style-type: none"> 1. Continue to follow the TEKS and provide training on the new TEKS and literacy adoption. Review the data (multiple sources) and adjust interventions/enrichment regularly. Admin. team will continually review data and reflect upon walkthroughs to identify best practices. 2. Fiscal support for supplemental materials will need to be budgeted and approved in the early fall to order necessary materials for the start of school. Leadership contributed \$10,000 last year, and at least that amount will be needed to continue the comprehensive K-5 intervention program. 3. Schedules will be built at the very beginning of the year to start interventions ASAP. Schedules must be coordinated to ensure that targeted students are getting additional support without missing core instruction. The groups are fluid and will be monitored throughout the year by admin., teachers, and PLCs.
Family and Community Involvement	<ol style="list-style-type: none"> 1. The Tanglewood PTA has over 600 paid members and contributes 1000's of volunteer hours annually. 2. Provide opportunities for all stakeholders to volunteer, whether it be through PTA, Friday readers, library, science lab or supporting other events. 3. Student performances (K-5) build public speaking and presentation skills for ALL students. Parent programs targeting interests and needs are scheduled annually. Allowing community access to the school for events such as neighborhood meetings, voting, and special programs promotes a positive school community. 	<ol style="list-style-type: none"> 1. Continue to include the PTA and SBDM in decision making and school planning as the school prepares to split. Transparency is critical with information disseminated in a timely manner. 2. Continue to offer opportunities to be inclusive of all parent and community groups, whether they volunteer once or throughout the year. Everyone needs to feel wanted and valued. 3. Space is an issue since the school is over-crowded. It is necessary to maintain an accurate calendar to assure that all traditional events that are expected are offered.

School Context and Organization

	1.	The master schedule is coordinated with all supplemental schedules to protect instructional time.	1.	Master schedule and master calendar must be organized and reviewed often. A weekly calendar must be distributed to all stakeholders to avoid conflicts.
	2.	Intervention and enrichment schedules are fluid to meet the ever changing needs of the school and students.	2.	Schedules distributed by the district and outside sources need to be integrated into the master calendar as soon as available. Communication with parents, staff, and students must be timely and made available through multiple sources: ParentLink, website, eBlast, and paper, etc.
	3.	Budget decisions are intentional with the purpose of maximizing expenditures on instruction and student needs. PTA funding patterns for the split of the new school and Tanglewood has been discussed and agreed upon to insure both schools will be sustained.	3.	The budgets must be coordinated prior to the school year to make sure funds are available throughout the year. Materials and supplies must be ordered by July 1st. Funds generated by fundraisers will be split and the process will be communicated prior to any donations.

Academic Excellence Goals

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

Campus Name: 171 - Tanglewood ES

Principal: Smith, Connie

Executive Director:

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.	98.01	88.08	75.50	Maintain +or - 2 % in all categories	
	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 LEP	By May, 2020. LEP students will increase TELPAS scores and exit status for identified students by 10%. Students exiting should be scoring at or above grade level on STAAR. This includes our Asian and Hispanic populations.	<ol style="list-style-type: none"> 1. Provide multiple opportunities for students to practice listening and responding both with and without technology. 2. Teachers need to use multiple ELPS strategies in all classrooms with emphasis on reading, writing, speaking, listening, and thinking. 	Instructional Leadership	4/3/2020	Bilingual	265	Not Started	
2 SPED	By 2020, SPED students will meet or exceed their target for progress in fourth and fifth grades by scoring a 1 or 2 on STAAR. 90% of all IEP goals will be monitored and met for all SPED students.	<ol style="list-style-type: none"> 1. Students will receive targeted interventions through SPED and regular ed. 2. Progress will be monitored through multiple sources: baseline assessments, Achieve, AR, and STAR in addition to STAAR. 3. Instructional decisions will be supported by data. 	Instructional Leadership	5/5/2020	Special Education	1,543	Not Started	
3	By May, 2020, at least 88% or more of the students in grades K - 2 will read at or above grade level and/or make at least a year's growth in literacy as measured by MAP fluency(K - 2), F and P (K - 2) independent reading levels, and STAR (grade 2).	<ol style="list-style-type: none"> 1. Interventions for students reading below grade level in RTI will be provided at least 4X a week for grades 1 and 2. 2. Interventions for identified kindergarten students will be provided 3X week. 3. The F and P LLI kit will be implemented for identified students in grades K - 2. 	Instructional Leadership	5/29/2020	SCE	10,832	Not Started	
4	By May, 2020, at least 90% or more of the students in grades K - 2 will read at or above grade level and/or make at least a year's growth in literacy as measured by MAP fluency(K - 2), F and P (K - 2) independent reading levels, and STAR (grade 2).	<ol style="list-style-type: none"> 4. All students in grades KG-1 will be assessed with F and P 3X a year (for KG- word list only for BOY) to monitor progress and create small groups. 5. All 2nd grade students will be assessed on STAR AR 3X a year to identify independent reading level (grade-level equivalent score) to monitor progress and create small groups. 6. All classes will provide differentiated interventions/enrichment for students in the regular classroom through small group instruction, Achieve 3000, Moby Max, etc. 	Teacher(s)	5/29/2020	Local (Basic Allotment)	4,000	Not Started	

5	By May 2020, basic operational resources will be allocated to support an increase in third grade reading scores in meets and/or masters by 1% as measured by 2020 STAAR reading results.	<ol style="list-style-type: none"> 1. Provide library budget to support student instruction. 2. Purchase novel units to supplement core instruction. 3. Purchase materials and resources for staff and students. 4. Provide overtime for staff. 	Principal	5/20/0020	Local (Basic Allotment)	13,896	Not Started	
6	By May, 2020, Tanglewood will provide authentic learning activities aligned with the district curriculum that target identified and potential G/T students in order to increase scores by 1% at the masters level in grades 3 - 5 STAAR reading, math, writing, and science with at least 90% of the students making at least one year's growth on F and P in grades K - 2.	<ol style="list-style-type: none"> 1. Students will produce authentic learning projects in multiple content areas. 2. Students in grades K - 2 will participate in programs with parts differentiated for targeted students. 3. All teachers with G/T students will be district certified and complete renewal hours in accordance with requirements. 	Teacher(s)	5/29/2020	Gifted & Talented	2,261	On Target	
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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: How often will you measure how effective your action steps?

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

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