

# Fort Worth Independent School District 2020-2021 Campus Improvement Plan

**Principal:** Baeta-Gutierrez, Roberto

**Campus Name:** 176 - Waverly Park ES

**Executive Director:** Valencia Rhines

## 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 2021.

**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 2021.

**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 2021.

### School Profile

#### Student Enrollment by Program

Attendance Rate: 70

Special Education: 13.7

Dual Language/ESL: 21.3

Gifted and Talented: 9.8

Career and Technology: 0

Percentage of at-risk students: 54.2

Percentage of English Language (EL) students: 24.7

Percentage of economically disadvantage students: 80.6

### 2020-2021 Campus Site-Based Committee

Name	Role
Roberto Baeta	Principal
Jamie Morrison	Campus Non-Teacher Professional
Callie Thompson	Additional Representative Appointment
Irene SanJuan	Parent
Steve Gay	Business Representative
Virginia Rogers	Community Representative
Vanessa Raya	District Employee Relations Council Representative
Saundra Reiser	Teacher
Kristine Williams	Community Representative
Robert Mendez	District Level Staff
Catalina Rincon	Teacher
Stephanie Torres	Teacher
Vanessa Bibben	Additional Representative Appointment
Flor Ramirez	Additional Representative Appointment
Emily Dito	Additional Representative Appointment
Michelle Campbell	Additional Representative Appointment
Lupe Meza	Additional Representative Appointment
Shirmane Ellis	Additional Representative Appointment
Loretta Velez	Additional Representative Appointment
Eartha Nelms	Additional Representative Appointment

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Waverly Park ES. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2021-2022, 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

Domain 1: **Student Achievement** 73

Domain 2: **School Progress** 80

Domain 3: **Closing The Gaps** 71

#### Overall Performance Accountability Rating

77 - C

#### Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 1

Academic Achievement in English Language Arts/Reading: 1

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

### Campus Assurances and Certification for the 2020-2021 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

**No** 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 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
<b>Demographics</b>	<ol style="list-style-type: none"> <li>Diverse Population/ Programs</li> <li>% Hispanic % White % AA</li> <li>Reduce Emotional and Behavioral</li> </ol>	<ol style="list-style-type: none"> <li>PEIMS At risk 62% 90% ED</li> <li>System to decrease absence</li> <li>Reduce dis proportionality in identification, services, and achievement of students of color.</li> </ol>	<ol style="list-style-type: none"> <li>1 Our students are expected to come back with at least half year behind in reading (Explict Instruction)</li> <li>2. Our students are expected to come back at least one full academic year behind in Math (Explict instruction)</li> <li>Unified unbiased practices regarding race relationships.</li> </ol>
<b>Student Achievement</b>	<ol style="list-style-type: none"> <li>School Progress 2019 Domain II</li> <li>Relative Performance (ED)</li> <li>Two distinctions - Reading and Science</li> </ol>	<ol style="list-style-type: none"> <li>Overall Academic Regression</li> <li>Overall Social Emotional Regression</li> <li>Culturally responsive school: Unbiased practices regarding race relationships.</li> </ol>	<ol style="list-style-type: none"> <li>4 Lack of technology to support virtual or mixed instruction if needed.</li> <li>5 The building is not cleaned. We are two custodians short.</li> </ol>
<b>School Culture and Climate</b>	<ol style="list-style-type: none"> <li>Enrollment (800) despite three charter schools and Covid</li> <li>Teacher retention</li> <li>Community Involvement ( Communy Specialist - top 5 PTA)</li> </ol>	<ol style="list-style-type: none"> <li>Teachers do not feel physically safe from students ( District Survey)</li> <li>Safety: cleanliness</li> <li>Culturally responsive school: Unbiased practices regarding race relationships.</li> </ol>	
<b>Staff Quality/ Professional Development</b>	<ol style="list-style-type: none"> <li>Open and collaborive enviroment: Coaching support</li> <li>Prior school alignment wih District expectations</li> <li>Response from our staff to all district initiatives.</li> </ol>	<ol style="list-style-type: none"> <li>Sustained Equity training: : Equity department</li> <li>Need of courageous conversation with all staff members</li> <li>Virtual instructionsl systems, platforms and tools- PD and collaboration</li> </ol>	
<b>Curriculum, Instruction, and Assessment</b>	<ol style="list-style-type: none"> <li>We have implemented the district's new teaching and learning framework for two years already.</li> <li>Full alignment with FWISD curriculum</li> <li>Implementation of our virtual instruction platform</li> </ol>	<ol style="list-style-type: none"> <li>Technology 1 on 1 Devices for ALL students.</li> <li>Academic Rigor in the implementation of the New Literacy Framework.</li> <li>Journals. The fundamental Five: Study Book LEAD4WARD training.</li> </ol>	
<b>Family and Community Involvement</b>	<ol style="list-style-type: none"> <li>PTA support</li> <li>Staff involvement</li> <li>Reading initiatives</li> </ol>	<ol style="list-style-type: none"> <li>Culturally responsive school: Unbiased practices regarding race relationships.</li> <li>Increase number of PTA Members</li> <li>AA parent involvement</li> </ol>	
<b>School Context and Organization</b>	<ol style="list-style-type: none"> <li>Staff, parent and community input.</li> <li></li> <li></li> </ol>	<ol style="list-style-type: none"> <li>Culturally responsive school: Unbiased practices regarding race relationships.</li> <li>School and district wide new Safety expectations</li> <li>Needs for possible educational scenarios ; Virtual, Mixed or in person.</li> </ol>	

# Academic Excellence Goals

## Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

Campus Name: 176 - Waverly Park ES

Principal: Baeta-Gutierrez, Roberto

Executive Director: Valencia Rhines

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Early Literacy -Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.	--	40.00	--	45	

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	In alignment with our SPF, the accomplishment of our SMART Goal #1 will be come through Effective Instruction with a concentration on Objective-driven daily lesson plans with formative assessments	TTESS Walk-through focus and classroom "look-fors" posted on the 176 Waverly Park Outlook Calendar each week.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Data Analyst	6/18/2021	Local (Basic Allotment)	8,585		Early Literacy -Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024

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 2020-2021 Mission Goals Action Plan

Campus Name: 176 - Waverly Park ES

Principal: Baeta-Gutierrez, Roberto

Executive Director: Valencia Rhines

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			EOY
	Early Literacy -Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.	34	47	EOY
	Math -Increase the percentage of 4th grade students who scores at meets grade level or above on STAAR 2019 as 3rd grader Math from 29% to 45% by August	29	45	EOY
	Reading - Increase the percentage of 5th grade students who scores at meets grade level or above on STAAR 2019 as 4th grader Math from 29% to 45% by A	29	45	EOY

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Early Literacy -Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.	<ul style="list-style-type: none"> <li>-PLC's: Data Analysis for category and coaching.</li> <li>_ Data Analyst Salary</li> <li>-Flocabulary</li> <li>-AR</li> <li>-LEAD4WARD training</li> <li>-PLC's: Data Analysis for category and coaching.</li> <li>-100X25 Reading Volunteers</li> <li>-PD for mastery of new ELAR's</li> <li>-Implementation of new Pearson reading program.</li> <li>-S.G.R.R. and Balance Literacy for Fluency and Vocabulary.</li> <li>- Pull out by Title I teacher assistants</li> <li>-Salaries for Title 1 TA</li> <li>- After School tutoring.</li> <li>- School wide reading initiatives</li> </ul>	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Other,Data Analyst	5/28/2021	Title I	139,740	Not Started	"B" State accountability
2 Title I	Math -Increase the percentage of 4th grade students who scores at meets grade level or above on STAAR 2019 as 3rd grader Math from 29% to 45% by August 2024.	<ul style="list-style-type: none"> <li>-Flocabulary</li> <li>-AR</li> <li>-LEAD4WARD training</li> <li>-PLC's: Data Analysis for category and coaching.</li> <li>-</li> <li>-PD for mastery of Math TEKS</li> <li>-S.G.GM .</li> <li>- Pull out by reading tutor.</li> <li>- After School tutoring.</li> <li>- School wide Math initiatives</li> </ul>	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Other,Data Analyst	5/28/2021	Title I	11,091	Not Started	"B" State accountability

3	Title I	Reading - Increase the percentage of 5th grade students who scores at meets grade level or above on STAAR 2019 as 4th grader Math from 29% to 45% by August 2024.	<ul style="list-style-type: none"> <li>-Flocabulary</li> <li>-AR</li> <li>-LEAD4WARD training</li> <li>-PLC's: Data Analysis for category and coaching.</li> <li>-100X25 Reading Volunteers</li> <li>-PD for mastery of new ELAR's</li> <li>-Implementation of new Pearson reading program.</li> <li>-S.G.R.R. and Balance Literacy for Fluency and Vocabulary.</li> <li>- Pull out by reading tutor.</li> <li>- After School tutoring.</li> <li>- School wide reading initiatives</li> </ul>	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Other,Data Analyst	3/26/2021	Title I	11,089	Not Started	"B" State accountability
4	Title I	Math - Increase the percentage of 5th grade students who scores at meets grade level or above on STAAR 2019 as 4th grader Math from 29% to 45% by August 2024.	<ul style="list-style-type: none"> <li>-Flocabulary</li> <li>-AR</li> <li>-LEAD4WARD training</li> <li>-PLC's: Data Analysis for category and coaching.</li> <li>-PD for mastery of Math TEKS</li> <li>-S.G.GM .</li> <li>- Pull out by reading tutor.</li> <li>- After School tutoring.</li> <li>- School wide Math initiatives</li> </ul>	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	5/28/2021	Title I	11,089	Not Started	"B" State accountability
5	Title I	Math - Increase the percentage of 5th grade students who scores at meets grade level or above on STAAR 2019 as 4th grader Math from 27% to 45% by August 2024.	<ul style="list-style-type: none"> <li>-Flocabulary</li> <li>-AR</li> <li>-LEAD4WARD training</li> <li>-PLC's: Data Analysis for category and coaching.</li> <li>-PD for mastery of Math TEKS</li> <li>-S.G.GM .</li> <li>- Pull out by reading tutor.</li> <li>- After School tutoring.</li> <li>- School wide Math initiatives</li> </ul>	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Other,Data Analyst	5/28/2021	Title I	11,089	Not Started	"B" State accountability
6	SPED	Our Sp, ED and Deaf ed will receive all educational supports and services provided in their IEP	<ul style="list-style-type: none"> <li>-Flocabulary</li> <li>-AR</li> <li>-LEAD4WARD training</li> <li>-PLC's: Data Analysis for category and coaching.</li> <li>-PD for mastery of Math TEKS</li> <li>-S.G.GM .</li> <li>- Pull out by reading tutor.</li> <li>- After School tutoring.</li> <li>- School wide Math initiatives</li> </ul>		5/28/2021	Special Education	7,581	Not Started	Motor Lab- Our deaf ed and Some of our Sp. Ed student will utilize the motor lab in order to increase their motor skills and have opportunities to socialize with hearing students. Reading Milestones Reading program Reading Milestone Online program GoLearn
7	LEP	Percent of students in grades K-5 reading on or above grade level as measured by Fountas and Pinnell will increase from beginning-of-year to end-of-year (baseline)	Instructional Coaches will lead the implementation of Fountas and Pinnell.	Teacher(s),Other,Data Analyst	5/28/2021	Bilingual	712	Not Started	Data will be utilized to monitor student progress and it will compared with other data sources.
8	Title I	MTTS - SEL and MTTS to support all students, teachers and Stakeholder	<ul style="list-style-type: none"> <li>-EAP Program</li> <li>- Equity department presentations</li> <li>- Guidance</li> <li>- Mentoring - Kids Hope and Academy 4</li> <li>- Character Strong program implementation ( purchased)</li> </ul>	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	5/28/2021	SCE	5,016	Not Started	Reduce the number of discipline referrals by 20% from fall 2019

9	LEP	Reduce the number of Long term ELL students in 5th grade by 10% by the EOY	<ul style="list-style-type: none"> <li>- Reading title I teacher.</li> <li>- Parent involvement</li> <li>-Flocabulary</li> <li>-AR</li> <li>-LEAD4WARD training</li> <li>-PLC's: Data Analysis for category and coaching.</li> <li>-PD for mastery of Math TEKS</li> <li>-S.G.GM .</li> <li>- Pull out by reading tutor.</li> <li>- After School tutoring.</li> <li>- School wide Math initiatives</li> </ul>		5/28/2021	Bilingual	0		
10		Support to TTP identified students in 2019-2020 in order to qualify in incoming testing.	<ul style="list-style-type: none"> <li>-GT District teacher</li> <li>- Reading title I teacher.</li> <li>- Parent involvement</li> <li>-Flocabulary</li> <li>-AR</li> <li>-LEAD4WARD training</li> <li>-PLC's: Data Analysis for category and coaching.</li> <li>-PD for mastery of Math TEKS</li> <li>-S.G.GM .</li> <li>- Pull out by reading tutor.</li> <li>- After School tutoring.</li> <li>- School wide Math initiatives</li> </ul>	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Dat a Analyst		Gifted & Talented	504		

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 2020-2021 Learning Environment Goals Action Plan

Campus Name: 176 - Waverly Park ES

Principal: Baeta-Gutierrez, Roberto

Executive Director: Valencia Rhines

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	1	5	EOY
	PBIS - Disproportionate 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	50	25	EOY
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	50	100	EOY

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
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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:



