

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Condit, Kendall

Campus Name: 207 - Westpark 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: 100

Special Education: 9.1

Dual Language/ESL: 4.4

Gifted and Talented: 11.7

Career and Technology: 0

Percentage of at-risk students: 33.9

Percentage of English Language (EL) students: 4.6

Percentage of economically disadvantage students: 34.7

2020-2021 Campus Site-Based Committee

Name	Role
Kendall Condit	Principal
Lynda Wright	Additional Representative Appointment
Dean Adia	Teacher
Kathryn Atkins	Teacher
Yvonne "Sunnee" Garcia	Teacher
Jennifer McMillan	Teacher
Steve Clegg	Business Representative
Megan Kuper	Business Representative
Jenny Jamison	Community Representative
Bill Warden	Community Representative
Brook Sharples	District Level Staff
Dawn Simpler	Campus Non-Teacher Professional
Mike McFadden	Campus Non-Teacher Professional
Jaye Helm	Parent
Mary Katri	Parent
Kristen Melton	Parent
Emily Gentry	Additional Representative Appointment
Keith Tiner	Additional Representative Appointment

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Westpark 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	Overall Performance Accountability Rating
Domain 1: Student Achievement 91	89 - B
Domain 2: School Progress 84	
Domain 3: Closing The Gaps 85	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 1

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 1

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;

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 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.
Demographics	<ol style="list-style-type: none"> Westpark celebrates a consistent population of learners with a mobility rate of less than 15%. Families from the area are seeking transfers to Westpark, asking for tours, etc based on student performance and family engagement Westpark staff have built relationships with families by going to Benbrook Village. This marginalized rural area consists of families that have had difficulty coming to school or being active within the school community. 	<ol style="list-style-type: none"> At-risk students enter PK and Kindergarten with significant deficits in Kindergarten Readiness, speaking, listening, and pre-literacy skills. Outlier students that do not conform to school norms or behavioral expectations while preserving the social-emotional status quo and high academic opportunities for ALL learners Closing the achievement gap for students who are economically disadvantaged, students who qualify for special education services. and/or students who are English Language Learners 	<ol style="list-style-type: none"> Westpark will participate in training for handling students with trauma and extreme behaviors in the classroom while providing high quality and equitable learning opportunities for all students. Grades PK-5 will continue to analyze and deepen our understanding of new ELA and math TEKS for an aligned core content program. *District materials lack alignment to the TEKS in core content area, so teachers must collaborate and find resources to meet the needs of all learners. Westpark will provide specific professional development in K-5 aligned with mathematical problem solving and number talks to ensure vertical alignment
Student Achievement	<ol style="list-style-type: none"> 4th Grade February 2020 Writing Benchmarks data surpassed 2019 4th grade Writing STAAR in Meets by 8% and Masters by 11% 2019 Distinction in English Language Arts and Post Secondary Readiness were received from TEA based on 2019 Accountability Report Students, teachers, and administration are looking at formal and informal data to meet the Westpark Focus: We will increase SEL and academic growth for ALL through purposeful planning, intentional instruction, authentic assessment, and reflection. 	<ol style="list-style-type: none"> Students in grades 4 and 5 will meet or exceed expected progress in reading Students in grades 4 and 5 will meet or exceed expected progress in math K-2 Teachers and Administrators will create a campus-wide K-2 literacy achievement monitoring system to work toward the district goal of all students being on grade level in reading in 2025. 	<ol style="list-style-type: none"> Westpark will continue to build our family engagement practices and community partnerships beyond Restoration Family Church, Pinnacle Bank, and Benbrook Library
School Culture and Climate	<ol style="list-style-type: none"> Westpark Teachers are all accustomed to a weekly meeting for purposeful PLCs focused on planning/data disaggregation/interventions/professional development Students are happy and participate in MANY opportunities for SOCIAL/EMOTIONAL development that supports academics - UIL, Spanish Club, Chess Club, Dad's Club, Battle of the Books, Spelling Bee, Math Bee, 5th Grade Clubs Westpark prides itself in building relationships with all stakeholders while modeling our Cultural Tenets 	<ol style="list-style-type: none"> Empower teachers with strategies for addressing students with social emotional challenges. Appropriately support students who exhibit behavioral challenges. Opportunities for parents of at-risk students to be active participants in student academic experiences Opportunities for teachers to practice wellness and self-care. Structured team-building activities to foster a positive climate. Increase teacher attendance and job satisfaction to impact student learning. 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> Westpark continues to hone the grade level PLC practice to create instructional best practices based on formal/informal data collection and the TEKS. Westpark created a Campus Leadership Team of diverse stakeholders to build consensus and strong stakeholder buy-in for the benefit of all learners. Westpark trained thirteen staff members in CPI De-escalation techniques to meet the behavioral and social-emotional challenged students 	<ol style="list-style-type: none"> Westpark will provide specific professional development aligned with K-2 Structured Literacy framework to ensure vertical alignment and goal attainment towards FWISD100x25 Westpark will provide specific professional development in K-5 aligned with mathematical problem solving and number talks to ensure vertical alignment Westpark will participate in training for handling students with trauma and extreme behaviors in the classroom while providing high quality and equitable learning opportunities for all students. 	

Curriculum, Instruction, and Assessment	1. Kindergarten has fully implemented Neuhaus in all classrooms.	1. Grades 3-5 will continue to analyze and deepen our understanding of new ELA and math TEKS for an aligned core content program. *District materials lack alignment to the TEKS in core content area, so teachers must collaborate and find resources to meet the needs of all learners.
	2. All teachers utilize small group differentiated instruction in both math and reading daily based on mastery of TEKS, not curriculum assessments.	2. Kindergarten and First Grade will utilize RAZ kids to meet the need for instructional leveled literature in the virtual environment. First and Second Grade literacy teachers will implement Nehaus as part of a structured literacy program aligned K-2.
	3. Teachers have implemented a spiral math resource, Target Math in grades K-5	3. Westpark stakeholders will develop a plan to obtain devices in an equitable manner to fulfill expected usage requirements of core-content curricular computer-based programs.
Family and Community Involvement	1. Family Involvement is amazing. Our PTA has membership total was over 400 which accounted for more than 50% of our student body.	1. Westpark will continue to build our community partnerships beyond Restoration Family Church, Pinnacle Bank, and Benbrook Library
	2. After school activities (Carnival, Academic Night, STEM Night, Literacy Night, Sweetheart Dance, Skate Night, and other school-sponsored events) have an attendance of 100-200 participants.	2. Westpark will continue to communicate with parents via a weekly e-newsletter, ParentLink call-outs, and campus messaging system to deliver information in a timely manner.
	3. Schoolwide Fundraising Efforts(Day of Awesomeness) provide our campus with financial support to purchase instructional materials and campus improvements.	3. Westpark will create protocols to maximize volunteer opportunities within the multiple groups that serve our campus
School Context and Organization	1. Teachers are accustomed to meeting weekly in PLC to plan, disaggregate data, and create engaging lessons at the required depth of the state standards.	1. Instructional Planning Calendars will be created with more detail to meet the needs of all learners, provide high quality first teach, and designed with the end in mind
	2. Westpark Waiver Day and FWISD FLEX trainings offered teachers differentiated professional learning opportunities.	2. Revise weekly PLC and monthly professional learning meetings to allow for increased vertical alignment between content areas.
	3. Utilize an electronic data system to monitor and goal set with teachers and students.	3. Build a master schedule that prioritizes uninterrupted learning blocks and provides equitable special services support.

Academic Excellence Goals

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

Campus Name: 207 - Westpark ES

Principal: Condit, Kendall

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.	--	53.00	--	65	

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	Hold (PLCs) Professional Learning Community meetings, regularly scheduled and calendared to increase teacher capacity and student achievement to 65% from 60% for all students and targeting ED populations to reach 55% from 39% based on 3rd STAAR Reading Results in 2019.	--utilize ESF 5.3 data driven instruction exemplars to track student achievement as measured by goals set forth in the target strategies.	Principal,Assistant Principal,Teacher(s)	6/12/2021	Local (Basic Allotment)	0		Increased reading achievement and academic growth as documented from BOY to MOY to EOY assessments including district and state assessments
2 Title I	Hold (PLCs) Professional Learning Community meetings, regularly scheduled and calendared to increase teacher capacity and student achievement to 65% from 60% for all students and targeting ED populations to reach 55% from 39% based on 3rd STAAR Reading Results in 2019.	--unpack TEKS in PLCS using "know and show" template from Data Driven 2.0 by Bambrick	Principal,Assistant Principal,Teacher(s)	6/12/2020	Local (Basic Allotment)	0		Increased reading achievement and academic growth as documented from BOY to MOY to EOY assessments including district and state assessments
3 Title I	Hold (PLCs) Professional Learning Community meetings, regularly scheduled and calendared to increase teacher capacity and student achievement to 65% from 60% for all students and targeting ED populations to reach 55% from 39% based on 3rd STAAR Reading Results in 2019.	--study assessment data and student work in PLC meetings including but not limited to creating action plans, common lessons, and assessments to meet rigor and established goals for ALL students and targeted ED group.	Principal,Assistant Principal,Teacher(s)	6/12/2021	Local (Basic Allotment)	0		Increased reading achievement and academic growth as documented from BOY to MOY to EOY assessments including district and state assessments
4 Title I	Hold (PLCs) Professional Learning Community meetings, regularly scheduled and calendared to increase teacher capacity and student achievement to 65% from 60% for all students and targeting ED populations to reach 55% from 39% based on 3rd STAAR Reading Results in 2019.	--purchase instructional materials to accelerate learning for ALL students and targeted ED students.	Principal	6/12/2021	Local (Basic Allotment)	500		Increased reading achievement and academic growth as documented from BOY to MOY to EOY assessments including district and state assessments

5	SPED	Utilize FWISD Instructional Framework to implement ELAR TEKS with effective instruction and high-quality materials (Neuhaus, Flocabulary, RAZ, Pearson, Mentoring Minds, F&P) to meet student achievement target of 65% from 60% for all students and targeting ED populations to reach 55% from 39% based on 3rd STAAR Reading Results in 2019.	Purchase approved supplemental materials as needed. Ex: (Neuhaus, RAZ, Pearson, Mentoring Minds, F&P)	Principal	12/11/2020	Special Education	2,694		Increased reading achievement and academic growth as documented from BOY to MOY to EOY assessments including district and state assessments
6	SPED	Utilize FWISD Instructional Framework to implement ELAR TEKS with effective instruction and high-quality materials (Neuhaus, Flocabulary, RAZ, Pearson, Mentoring Minds, F&P) to meet student achievement target of 65% from 60% for all students and targeting ED populations to reach 55% from 39% based on 3rd STAAR Reading Results in 2019.	Coordinate and implement small groups with targeted populations to accelerate instruction and close identified learning gaps based of BOY MAP data, anecdotal records, and past performances.	Instructional Leadership, Teacher(s)	10/30/2020	Special Education	0		Increased reading achievement and academic growth as documented from BOY to MOY to EOY assessments including district and state assessments
7	LEP	Utilize FWISD Instructional Framework to implement ELAR TEKS with effective instruction and high-quality materials (Neuhaus, Flocabulary, RAZ, Pearson, Mentoring Minds, F&P) to meet student achievement target of 65% from 60% for all students and targeting ED populations to reach 55% from 39% based on 3rd STAAR Reading Results in 2019.	Purchase approved supplemental materials as needed. Ex: (Neuhaus, RAZ, Pearson, Mentoring Minds, F&P)	Principal	12/11/2020	Bilingual	9		Increased reading achievement and academic growth as documented from BOY to MOY to EOY assessments including district and state assessments
8	LEP	Utilize FWISD Instructional Framework to implement ELAR TEKS with effective instruction and high-quality materials (Neuhaus, Flocabulary, RAZ, Pearson, Mentoring Minds, F&P) to meet student achievement target of 65% from 60% for all students and targeting ED populations to reach 55% from 39% based on 3rd STAAR Reading Results in 2019.	Coordinate and implement small groups with targeted populations to accelerate instruction and close identified learning gaps based of BOY MAP data, anecdotal records, and past performances.	Instructional Leadership, Teacher(s)	10/30/2020	Bilingual	0		Increased reading achievement and academic growth as documented from BOY to MOY to EOY assessments including district and state assessments
9		Utilize FWISD Instructional Framework to implement ELAR TEKS with effective instruction and high-quality materials (Neuhaus, Flocabulary, RAZ, Pearson, Mentoring Minds, F&P) to meet student achievement target of 65% from 60% for all students and targeting ED populations to reach 55% from 39% based on 3rd STAAR Reading Results in 2019.	Purchase approved supplemental materials as needed. Ex: (Neuhaus, RAZ, Pearson, Mentoring Minds, F&P)	Principal	12/11/2020	Gifted & Talented	295		Increased reading achievement and academic growth as documented from BOY to MOY to EOY assessments including district and state assessments
10		Utilize FWISD Instructional Framework to implement ELAR TEKS with effective instruction and high-quality materials (Neuhaus, Flocabulary, RAZ, Pearson, Mentoring Minds, F&P) to meet student achievement target of 65% from 60% for all students and targeting ED populations to reach 55% from 39% based on 3rd STAAR Reading Results in 2019.	Coordinate and implement small groups with targeted populations to accelerate instruction and close identified learning gaps based of BOY MAP data, anecdotal records, and past performances.	Instructional Leadership, Teacher(s)	10/30/2020	Gifted & Talented	0		Increased reading achievement and academic growth as documented from BOY to MOY to EOY assessments including district and state assessments

11	SPED	Provide support for reading achievement utilizing additional campus personnel to meet the student achievement target of 65% from 60% for all students and targeting ED populations to reach 55% from 39% based on 3rd STAAR Reading Results in 2019.	Petition School Leadership for funds to provide experienced two tutor 14 hours a week	Principal	10/12/2020	Other	6,220		Increased reading achievement and academic growth as documented from BOY to EOY assessments including district and state assessments
12	SPED	Provide support for reading achievement utilizing additional campus personnel to meet the student achievement target of 65% from 60% for all students and targeting ED populations to reach 55% from 39% based on 3rd STAAR Reading Results in 2019.	Coordinate and implement small groups with targeted populations to accelerate instruction and close identified learning gaps based of BOY MAP data, anecdotal records, and past performances.	Instructional Leadership,Teacher (s),Other	10/30/2020	Other	0		Increased reading achievement and academic growth as documented from BOY to EOY assessments including district and state assessments
13	SPED	Provide instructional materials, resources, and professional learning to build teacher capacity and to meet student achievement target of 65% from 60% for all students and targeting ED populations to reach 55% from 39% based on 3rd STAAR Reading Results in 2019.	Utilize PLC time to study data, attend district approved, high-quality professional learning, purchase supplies, and instructional materials	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	1/15/2021	Local (Basic Allotment)	16,882		Increased reading achievement and academic growth as documented from BOY to EOY assessments including district and state assessments
14	SPED	Provide instructional materials, resources, and professional learning to build teacher capacity and to meet student achievement target of 65% from 60% for all students and targeting ED populations to reach 55% from 39% based on 3rd STAAR Reading Results in 2019.	Coordinate and implement small groups with targeted populations to accelerate instruction and close identified learning gaps based of BOY MAP data, anecdotal records, and past performances.	Principal,Assistant Principal,Teacher (s),Other	10/30/2020	Local (Basic Allotment)	0		Increased reading achievement and academic growth as documented from BOY to EOY assessments including district and state assessments

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: 207 - Westpark ES

Principal: Condit, Kendall

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	66	72	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	Professional Learning Community meetings, regularly scheduled and calendared to increase teacher capacity and student achievement from 69% to 72% for all students and targeting ED populations to reach 65% from 61% based on 3rd STAAR Math Results in 2019.	----utilize ESF 5.3 data driven instruction exemplars to track student achievement as measured by goals set forth in the target strategies.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	6/14/2021	Local (Basic Allotment)	0		Increased math achievement and academic growth as documented from BOY to MOY to EOY assessments including district and state assessments
2	Professional Learning Community meetings, regularly scheduled and calendared to increase teacher capacity and student achievement from 69% to 72% for all students and targeting ED populations to reach 65% from 61% based on 3rd STAAR Math Results in 2019.	--unpack TEKS in PLCs using "know and show" template from Data Driven 2.0 by Bambrick	Principal,Assistant Principal,Teacher(s)	6/12/2021	Local (Basic Allotment)	0		Increased math achievement and academic growth as documented from BOY to MOY to EOY assessments including district and state assessments
3	Professional Learning Community meetings, regularly scheduled and calendared to increase teacher capacity and student achievement from 69% to 72% for all students and targeting ED populations to reach 65% from 61% based on 3rd STAAR Math Results in 2019.	--study assessment data and student work in PLC meetings including but not limited to creating action plans, common lessons, and assessments to meet rigor and established goals for ALL students and targeted ED group.	Principal,Assistant Principal,Teacher(s)	6/12/2021	Local (Basic Allotment)	0		Increased math achievement and academic growth as documented from BOY to MOY to EOY assessments including district and state assessments
4	Professional Learning Community meetings, regularly scheduled and calendared to increase teacher capacity and student achievement from 69% to 72% for all students and targeting ED populations to reach 65% from 61% based on 3rd STAAR Math Results in 2019.	--purchase instructional materials to accelerate learning for ALL students and targeted ED students.	Principal	6/12/2021	Local (Basic Allotment)	500		Increased math achievement and academic growth as documented from BOY to MOY to EOY assessments including district and state assessments

5	SPED	Utilize FWISD Instructional Framework to implement Math TEKS with effective instruction and high-quality materials (Number Talks, Lone Star Learning, Pearson, Mentoring Minds, Path Blazers) to increase teacher capacity and student achievement from 69% to 72% for all students and targeting ED populations to reach 65% from 61% based on 3rd STAAR Math Results in 2019.	Purchase approved supplemental materials as needed	Principal	12/11/2020	Special Education	2,695		Increased math achievement and academic growth as documented from BOY to MOY to EOY assessments including district and state assessments
6	SPED	Utilize FWISD Instructional Framework to implement Math TEKS with effective instruction and high-quality materials (Number Talks, Lone Star Learning, Pearson, Mentoring Minds, Path Blazers) to increase teacher capacity and student achievement from 69% to 72% for all students and targeting ED populations to reach 65% from 61% based on 3rd STAAR Math Results in 2019.	Coordinate and implement small groups with targeted populations to accelerate instruction and close identified learning gaps based of BOY MAP data, anecdotal records, and past performances.	Principal,Assistant Principal,Teacher (s),Other	10/30/2020	Special Education	0		Increased math achievement and academic growth as documented from BOY to MOY to EOY assessments including district and state assessments
7	LEP	Utilize FWISD Instructional Framework to implement Math TEKS with effective instruction and high-quality materials (Number Talks, Lone Star Learning, Pearson, Mentoring Minds, Path Blazers) to increase teacher capacity and student achievement from 69% to 72% for all students and targeting ED populations to reach 65% from 61% based on 3rd STAAR Math Results in 2019.	Purchase approved supplemental materials as needed	Principal	12/11/2020	Bilingual	9		Increased math achievement and academic growth as documented from BOY to MOY to EOY assessments including district and state assessments
8	LEP	Utilize FWISD Instructional Framework to implement Math TEKS with effective instruction and high-quality materials (Number Talks, Lone Star Learning, Pearson, Mentoring Minds, Path Blazers) to increase teacher capacity and student achievement from 69% to 72% for all students and targeting ED populations to reach 65% from 61% based on 3rd STAAR Math Results in 2019.	Coordinate and implement small groups with targeted populations to accelerate instruction and close identified learning gaps based of BOY MAP data, anecdotal records, and past performances.	Principal,Assistant Principal,Teacher (s),Other	10/30/2020	Bilingual	0		Increased math achievement and academic growth as documented from BOY to MOY to EOY assessments including district and state assessments
9		Utilize FWISD Instructional Framework to implement Math TEKS with effective instruction and high-quality materials (Number Talks, Lone Star Learning, Pearson, Mentoring Minds, Path Blazers) to increase teacher capacity and student achievement from 69% to 72% for all students and targeting ED populations to reach 65% from 61% based on 3rd STAAR Math Results in 2019.	Purchase approved supplemental materials as needed	Principal	12/11/2020	Gifted & Talented	295		Increased math achievement and academic growth as documented from BOY to MOY to EOY assessments including district and state assessments
10		Utilize FWISD Instructional Framework to implement Math TEKS with effective instruction and high-quality materials (Number Talks, Lone Star Learning, Pearson, Mentoring Minds, Path Blazers) to increase teacher capacity and student achievement from 69% to 72% for all students and targeting ED populations to reach 65% from 61% based on 3rd STAAR Math Results in 2019.	Coordinate and implement small groups with targeted populations to accelerate instruction and close identified learning gaps based of BOY MAP data, anecdotal records, and past performances.	Principal,Assistant Principal,Teacher (s),Other	10/30/2020	Gifted & Talented	0		Increased math achievement and academic growth as documented from BOY to MOY to EOY assessments including district and state assessments

11		Provide support for math achievement utilizing additional campus personnel to increase teacher capacity and student achievement from 69% to 72% for all students and targeting ED populations to reach 65% from 61% based on 3rd STAAR Math Results in 2019.	Petition School Leadership for funds to provide two experienced tutors for 14 hours a week	Principal	10/12/2020	Other	6,220		Increased math achievement and academic growth as documented from BOY to EOY assessments including district and state assessments
12		Provide support for math achievement utilizing additional campus personnel to increase teacher capacity and student achievement from 69% to 72% for all students and targeting ED populations to reach 65% from 61% based on 3rd STAAR Math Results in 2019.	Coordinate and implement small groups with targeted populations to accelerate instruction and close identified learning gaps based of BOY MAP data, anecdotal records, and past performances.	Principal,Assistant Principal,Teacher (s),Other	10/30/2020	Other	0		Increased math achievement and academic growth as documented from BOY to EOY assessments including district and state assessments
13	Title I	Provide instructional materials, resources, and professional learning to increase teacher capacity and student achievement from 69% to 72% for all students and targeting ED populations to reach 65% from 61% based on 3rd STAAR Math Results in 2019.	Utilize PLC time to study data, attend district approved, high-quality professional learning, purchase supplies, and instructional materials	Principal	1/15/2021	Local (Basic Allotment)	16,882		Increased math achievement and academic growth as documented from BOY to EOY assessments including district and state assessments
14	Title I	Provide instructional materials, resources, and professional learning to increase teacher capacity and student achievement from 69% to 72% for all students and targeting ED populations to reach 65% from 61% based on 3rd STAAR Math Results in 2019.	Coordinate and implement small groups with targeted populations to accelerate instruction and close identified learning gaps based of BOY MAP data, anecdotal records, and past performances.	Principal,Assistant Principal,Teacher (s),Other	10/30/2020	Local (Basic Allotment)	0		Increased math achievement and academic growth as documented from BOY to EOY assessments including district and state assessments

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: 207 - Westpark ES

Principal: Condit, Kendall

Executive Director: Valencia Rhines

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The customer satisfaction percentage will increase through positive interaction between families from diverse backgrounds and school staff as measured by the Parent Stakeholder Survey from			EOY
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from			
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from			

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1	Utilize parent link and other district-approved communication tools to build relationships with all families and stakeholders	All communication in English/Spanish Weekly parent call out Weekly email Home visits Town Hall Meetings	Principal, Assistant Principal, Instructional Leadership, Teacher (s), Student Support Services	8/28/2020	SCE	440		Improved customer satisfaction
2	Empower teachers with strategies for addressing students with social-emotional challenges. Appropriately support students who exhibit behavioral challenges.	Complete Five Love Languages for Children Book Study Continue to implement Boys' Town Strategies and Restorative Practices	Principal, Assistant Principal, Teacher (s), Student Support Services	1/15/2021	SCE	2,000		Decrease duplicate discipline referrals
3	PE Coaches will provide interacting and engaging health lessons to students in 1-5 virtually and in-person	Implement new strategies for teaching health virtually and in-person	Teacher(s)	6/4/2021	SCE	440		Increased health awareness

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:

