

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Johnson, Bryan

Campus Name: 216 - Woodway ES

Executive Director: Eneida Padro

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: 60

Special Education: 8.9

Dual Language/ESL: 29.6

Gifted and Talented: 4.8

Career and Technology: 0

Percentage of at-risk students: 61.9

Percentage of English Language (EL) students: 31.3

Percentage of economically disadvantage students: 91.4

2020-2021 Campus Site-Based Committee

Name	Role
Katherine Abbey	Campus Non-Teacher Professional
Salo Donoso	Teacher
Martha Jarmon	Teacher
Jerrance Garrity	Teacher
Rachel Edwards	Teacher
Chanda Mays	Teacher
Deroderick Ingram	Campus Non-Teacher Professional
Bryan Johnson	Principal
Danette Kirvin	Principal
Bill Anderson	Business Representative
Kelly Riddle	Community Representative
Ken Johnson	Community Representative
January Brown	Parent
Lawrence Atkinson	Campus Non-Teacher Professional

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Woodway 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 64	76 - C
Domain 2: School Progress 77	
Domain 3: Closing The Gaps 75	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievemnt 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 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.
Demographics	1. Students to Teacher Ratio	1. Plan efforts throughout the week to recognize the diverse school population during the announcements. Do not wait until African American History Month or Hispanic Heritage Month. (Pride Building) 2. Focus on the Achievement gaps within the AA subpopulation and Dual Language/ELL literacy achievement (STAAR/TELPAS) 3. Attendance and tardy continue to be a focus. Efforts will need to be made to connect with our parents and community to communicate the importance of attendance and student academic success	1. 1. Focus on AA sub-population/ELL and Dual Language literacy (STAAR/TELPAS)
	2. Similar Class Sizes in All Grades (16-25)		2. 2. Increase parental involvement in efforts to support academic and social-emotional growth
	3. Highly Diverse Campus (Dual Language)		3. 3. Increase staff proficiency with initiating the pre-work and post-work involving PLCs and weekly data meetings.
Student Achievement	1. Increase in AA subpopulation in 4th Grade Writing: Approaches 22%-65% (43% gain) Meets 15%-41% (26% Gain)	1. Students in grades 3-5 struggle with overall reading skills, ability to analyze text and display text evidence strategies/skills	4. Teachers need assistance with building positive relationships (Culturally Responsive Teaching) with students, and diffusing behavior situations before they escalate. 5.
	2. Increases in 4th Grade Math –AA sub-population: Approaches 52%-71% (19 point gain), Meets 15%-38% (23% gain)	2. Science achievement is affected in due to lack of consistent science instruction in grades K-4. Walkthroughs will need be targeted to ensure science instruction is being taught and aligned.	
	3. Increase in 4th Grade Reading: Approaches 42%-71% (29% Gain), Meets 21%-38% (17% gain)	3. 3rd Grade student progress (2018-2019) was a concern as evident from STAAR achievement. Math 59%, Approaches, 22% Meets, 8% Masters, Reading: 55% Approaches, 22% Meets, 14% Masters	
School Culture and Climate	1. Positive Office Referrals	1. Ron Clark House system reset to enhance student ownership	
	2. Pawesome Tickets for Teachers	2. Restorative Practices engagement of community circles in an effort to address social-emotional concerns and teacher connectivity	
	3. Boys Club, Girls Club, Mini-Mentors	3. Mental Health Support for students with Behavior Issues	
Staff Quality/ Professional Development	1. Fidelity to the LLI intervention system in grades 1 and 2, and transitioning towards utilizing student data during the SGGR process.	1. Targeted literacy PD across grade levels that is focused on goal setting and progress monitoring.	
	2. Staff Retention: Systems are in place to support and retain teachers	2. Teachers need assistance with building positive relationships with students, and diffusing behavior situations before they escalate. Campus may need to hire a behavior interventionist.	
	3. Previous professional development with Teaching Trust Consultants	3. Increase staff proficiency with initiating the pre-work and post-work involving PLCs and weekly data meetings.	

Curriculum, Instruction, and Assessment	1.	Structured Individual Teacher Meetings: The culture has been set for the meets to be productive.	1.	Teachers have limited experience developing lessons aligned with the verbiage of the TEKS.
	2.	Targeted PLCs: The campus has built a culture for PLC work and bi-weekly data meetings.	2.	Teachers Lack the experience and training to utilize technology to enhance classroom instruction. (Ex. All In Learning, Google Classroom)
	3.	Leveled Literacy Intervention used in grades K-2nd	3.	Teachers have struggled with Tier 1 instruction in the lower grades levels to close literacy gaps that affects all content areas and this has contributed to the inability to close academic gaps as evident by overall STAAR performance.
Family and Community Involvement	1.	Parent University has been successful for four years.	1.	African American participation for Parent University has been low
	2.	Supported the pyramid literacy night at Southwest High School	2.	The campus struggles to maintain active volunteers
	3.	Community Partner- Open House	3.	The campus will need to re-establish connections with local businesses and Faith Based Partnerships
School Context and Organization	1.	Scheduled PLCs, and 3rd-5th Weekly data meetings	1.	Teachers were required to complete too many forms
	2.	Teacher and student recognition	2.	Strengthen SBDM process
	3.	The instructional team collaborates to problem solve and support staff.	3.	
			4.	

Academic Excellence Goals

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

Campus Name: 216 - Woodway ES

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Executive Director: Eneida Padro

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.	--	29.00	--	40%	
	The F and P data up until the 3rd six weeks revealed that only 50% of our students were on target. The LLI kits were used to track this data throughout the school year, and will be utilized this year as well.	16%	17%	17%	65%	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	K-3rd Grade Literacy teachers will receive extensive training on IPC development, weekly data meeting practices, and data driven PLC meetings. All teacher will receive mentors for support during the learning experience and implementation process.	<ol style="list-style-type: none"> 1. IPC development, WDM process, PLC protocol processes review and training will take place for K-3rd Grade teachers. 2. Teacher will receive training on how to effectively utilize Lead4Ward to drive instruction. 3. K-2 Grade teachers will be trained on how to effectively utilize MAP and F&P data to drive instruction. 4. Teachers will receive training on how to utilize the LLI kits for intervention and progress measure. 	Principal	10/5/2020	Title I	5,400	Not Started	African American targeted sub-population will experience increases in the following areas on STAAR: Approaches: Meets: Masters: K-2nd Grade students will experience increase in following areas on F&P data: Approaches: 60% Meets: 40% Masters: 30%
2 Title I	At-Risk student will receive targeted support to ensure academic and social emotional growth is evident during virtual and in-person instruction throughout the school year.	<ol style="list-style-type: none"> 1. Students will receive targeted support through small group instruction to increase academic achievement. 2. Targeted students will participate in the Woodway Boys and Girls Club. 3. Data meeting will be conducted that will targeted this specific students group to ensure that instructional efforts are organized and consistent. 	Principal	9/21/2020	SCE	4,284	On Target	Evident increase in student achievement for the economically disadvantaged student group.
3 Title I	Student will utilize the AR program to select reading materials at their level with incentive based system. This program will be utilized to increase overall reading levels, mainly comprehension and fluency.	<ol style="list-style-type: none"> 1. Purchase licenses for students in grades 2nd-4th. 2. Teachers will receive training on how to implement the AR system in their classroom , and the library check out system. (COVID-19 Procedures). 3. Teachers will attend AR focused data meetings. 	Teacher(s)	10/12/2020	Title I	6,000	Not Started	Student performance of statewide, campus, and district assessments will increase by 15% in grades 3rd-4th.

4	Title I	Provide substitutes for teacher professional development	<ul style="list-style-type: none"> - Teachers will be trained on the LLI intervention process - Teachers will receive training on how to utilize MAP data to lesson plan and make timely instructional adjustments based on student individual needs. -Weekly PLC will be schedule to support teacher with using data to lesson plan. 	Instructional Leadership	11/2/2020	Title I	5,000	Not Started	Students will make significant progress towards goal of reading on or above grade level by the 3rd Grade.
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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 2020-2021 Mission Goals Action Plan

Campus Name: 216 - Woodway ES

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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 in lowest performing student group for all subjects performing at or above Meets Grade Level as measured by STAAR will increase from	29	50	EOY
	The overall percentage of students passing the Reading STAAR at "Meets" level was only 31%. The goal will be to increase the percentage from 31% to 45%.	35	40	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	<p>Campus data coach will organize and conduct weekly data meetings and data driven PLC meetings in efforts to close gaps and implement data driven lesson planning for grades 3rd-5th.</p> <p>Main Areas of Concern: 3rd Grade Math: 73%-59% App, 47%-25% Meets, 33%-8% Masters 3rd Grade Reading: 72%-55% App, 37%-22% Meets, 20%-14% Masters</p>	<ul style="list-style-type: none"> -Develop WDM calendar -Develop PLC calendar -Train staff on how to utilize Aware to disaggregate data -Attend PLC meetings and present key data points -Coach teachers on WDM process (Pre and Post work) 	Data Analyst	9/7/2020	Title I	79,000	On Target	
2 Title I	<p>Targeted students will receive extensive support and interventions as needed during instruction to close student gaps within the EL students group population. The campus did not meet the initial TELPAS target of 44%. However, that target was lowered for all campuses in the previous testing year. This will eventually effect Domain III if not addressed.</p>	<ol style="list-style-type: none"> 1. TELPAS writing samples will be profiled and submitted to administration throughout the school year. 2. The 3rd-5th Grade Dual Language teachers will consistently intervene and support students in areas of need to improve overall student performance. 	Teacher(s)	9/14/2020	Bilingual	596	On Target	Campus will meet or exceed TELPAS target on STAAR for the 2020-2021 school year.
3 Title I	<p>3rd-5th Grade students will utilize the IXL program to close gaps and extend learning opportunities. The program will be effective for tutoring purposes and at home extended learning.</p>	<ol style="list-style-type: none"> 1. Acquire the number of licenses needed for in person and virtual learning students. 2. Monitor student usage and progress during PLC meetings, grade level meetings, and data meetings. 3. Coach teachers on how to effectively use the program to drive instructional planning for individual students 	Teacher(s)	10/5/2020	Title I	7,000	Not Started	Close academic gaps for target students groups: (AA, Economically Disadvantaged, EL Students)
4 Title I	<p>Monitor sub-population SPED group for growth on common assessments and benchmarks.</p>	<ol style="list-style-type: none"> 1. Resources will be utilized to support pullout, inclusive, and virtual supports. 2. Special education inclusion teachers will attend content area specific PLC meetings. (Alignment) 	Teacher(s)	10/5/2020	Special Education	3,900	On Target	The SPED population will continue upward trends on statewide, district, and campus based assessments.

5	Title I	Project based learning opportunities will be provided for GT students in connection with extended activities with the core content areas classrooms.	1. Collaborate with GT teachers to ensure talent pool students are challenged and their learning experience meets their need on a consistent basis. 2. Students will complete ongoing research projects throughout the school year. 3. Continue Maker's Space activities in the Library	Student Support Services	9/14/2020	Gifted & Talented	216	On Target	75% of all GT students perform at the Meets or Masters level on statewide, campus based, and district assessments.
6	Title I	Materials, software, and supplies will be purchased to support academic efforts during instruction and planning. The goal will be to provide an engaging and accessible learning environment for all students on a consistent basis.	1. Acquire Flocabulary 2. Poster Maker (Anchor Charts) 3. Document cameras for all teachers. 4. Supplies for individual students due to COVID-19 protocols	Principal	9/7/2020	Local (Basic Allotment)	13,000	On Target	Teachers will have access to all materials need to conduct engaging lessons on a consistent basis. Students will also have everything needed to participate at a high level.
7	Title I	Content area resources (Mentoring Minds-Think Up!) will be utilized to ensure students have access to multiple aligned/rigorous activities in efforts to extend thinking and close student academic gaps.	1. Students will utilize the resource during Math and Science instruction. 2. Teachers will utilize the workbooks and online resources to extend learning during in person and virtual learning.	Teacher(s)	10/12/2020	Title I	7,000	Not Started	Students will complete extension assignments during classwork and homework that will extend learning opportunities throughout the school year.
8	Title I	Teachers will utilize the All in learning system to develop and initiate formative assessments that will be utilized to acquire immediate student results and guide instructional adjustments during instruction and planning.	1. Renew subscription. 2. Train teachers on All in Learning system usage. 3. Develop formative assessment tracking system	Instructional Leadership, Teacher(s)	10/12/2020	Title I	4,300	Not Started	Students will benefit from teachers making immediate instructional adjustments during instruction due to the All in Learning program. The processes in place will prevent/minimize the cycle of intervention and reteach sessions.
9	Title I	Teachers will receive support with virtual learning support, and how to integrate key technology platforms within daily lessons.	1. Organize campus technology team. Each member on the team will support a specific grade level. 2. Conduct PLC meetings with technology focus.		9/7/2020	Title I	10,000	On Target	Teachers will become confident when utilizing technological platforms to initiate virtual lessons.
10	Title I	Students will receive targeted and specialized instruction before and after school to close academic gas and improve overall student accountability in the areas of Reading and Mathematics	1. Develop campus wide intervention block 2. Develop schedule for after school tutoring 3. Develop systems to immediately intervene and extend student thinking during daily instruction. 4. Resources will be provided to support Literacy and Mathematical skills.	Principal, Instructional Leadership, Teacher(s)	10/12/2020	Title I	25,000	Not Started	Students academic scores will increase by 10%-15% in the areas of Reading and Math on statewide, campus, and district assessments.
11	Title I	Provide substitutes for small group interventions.	1. Teachers will be trained on effective scaffolding and intervention processes.	Instructional Leadership	1/11/2021	Title I	5,000	Not Started	Target student groups will experience academic growth and close achievement gaps.

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:

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EOY Status:

Principal Evidence:

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Learning Environment Goals

Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

Campus Name: 216 - Woodway ES

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from	13	26	EOY
	PBIS - Disproportionate 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	75	45	EOY
	Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from	95	100	EOY
	Health Related - (Target 95%) Percentage of all eligible students tested in FitnessGram each year will increase from	95	100	

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	The campus will host several events to strengthen the connection with the community.	<ol style="list-style-type: none"> Utilize social media, community meetings, SBDM meetings, VOLY system, and feeder pattern campuses to foster a strong sense of community. Community events are planned for the school year in efforts to reach out to parents and all student groups. Parent call out system, Parent Newsletter, Updated Website, and social media outlets will all be utilized to communicate the importance of parental support and partnerships. -Hire full time Family Communication Specialist	Principal	9/21/2020	Title I	41,580	On Target	-Statewide testing scores will raise at least 15% in all areas. -Parental participation from all demographics will experience a significant increase -Campus PTA formation -Provide resources to strengthen campus community partnerships ad host community events.
2 Title I	The campus will implement student team building activities in efforts to decrease FOCUS infractions, and overall daily misconduct.	House Selections House Points Submitted Weekly Morning Restorative Meetings 6 Weeks House Celebrations	Instructional Leadership	11/2/2020	Title I	2,000	Not Started	-Decreased FOCUS infractions -Increased Positive Referrals -Student Team Building Opportunities -Essential 55 strategies will be utilized on a weekly basis (Target Behaviors)

3	Title I	Teachers will engage in the book study "How to Deal with Difficult Parents in efforts to practice practical strategies to improves campus-community relations.	-Grade levels will develop presentation on designated campus staff meeting days throughout the school year. The staff will engage in conversations targeted to develop relationships within our community and strengthen conversation skills.	Assistant Principal	10/12/2020	Local (Basic Allotment)	1,000	On Target	Teachers will develop skills that will build confidence to engage with our community and parents in efforts to close academic gaps and increase awareness of the socio-emotional needs of our students.
4	Title I	The book "Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students" will be purchased in efforts to build and sustain a bridge devoted to teaching students with attention to their cultural differences in mind.	1. Grade level presentations over chapters in the book that will lead to honest discussions about instructional practices and efforts to build relationships with all students and parents. 2. PLCs will begin with culturally responsive instructional strategies in mind.	Teacher(s)		Title I	1,500	On Target	-Teachers will take students unique backgrounds into consideration as they plan rigorous lessons. -Teachers will become sensitive towards the overall educational needs of the community we serve.
5	Title I	Staff members will be utilized to support social distancing efforts and parental contact efforts throughout the school year.	1. Campus Technology team formed to assist with virtual learning efforts. 2. Parent contact team formed to support student attendance. 3. Teachers will support arrival and dismissal to ensure social distancing protocols are firmly in place.	Teacher(s)	9/7/2020	Title I	3,500	On Target	

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