

# Fort Worth Independent School District 2019-2020 Campus Improvement Plan

**Campus Name:** 209 - Briscoe ES, Edward J.

**Principal:** Gray, Octavia

**Executive Director:** Sonja Starr-Malone

## 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: 95.1	Career and Technology: 0
Special Education: 6.7	Percentage of at-risk students: 73.9
Dual Language/ESL: 27.8	Percentage of English Language (EL) students: 27.8
Gifted and Talented: 5	Percentage of economically disadvantage students: 90.9

### 2019-2020 Campus Site-Based Committee

Name	Role
Octavia Gray	Principal
Tina Ward	Teacher
Amy Carroll	Teacher
Barbara Hollingsworth	Teacher
Melissa Moreno	Teacher
Andrea Amerson	Campus Non-Teacher Professional
Jasmine Posada	District Level Staff
Lequeta Taylor-Johnson	Parent
Jerome Johnson	Community Representative
Al Sutton	Business Representative
Tamiko Daniels	Additional Representative Appointment
Dominique Williams	Parent
Sacher Dawson	Community Representative
TBD	Business Representative

### Accountability Summary

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

Beginning with 2019-2020, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: <b>Student Achievement</b> 67	<b>75 - Met Standard</b>
Domain 2: <b>School Progress</b> 74	
Domain 3: <b>Closing The Gaps</b> 76	

### Campus Distinction Designations

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

### Campus Assurances and Certification for the 2019-2020 School Year

I certify acceptance and compliance with all provisions set forth by:

**Yes** the Fort Worth ISD School Board;

**Yes** the Texas Education Code;

**Yes** Title I, Part A; and

**Yes** Turnaround Plans

[Click here to see the full Guide to Campus Assurances](#)

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

# Comprehensive Needs Assessment Summary for 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	<ol style="list-style-type: none"> <li>426 Students African/African American: 276 Hispanic: 91 White: 41 Asian: 15 2 or More: 3 SpEd: 30 (7%) LEP: 120 (28%) GT: 21 (5%) ED: 388 (91%)</li> </ol>	<ol style="list-style-type: none"> <li>Language/Cultural Supports (beyond English/Spanish) that allow families equitable access to the full educational experience.</li> <li>Eliminate chronic absenteeism (90% or below) and increase attendance for at-risk students (90% - 95%).</li> <li></li> </ol>	<ol style="list-style-type: none"> <li>Accelerate Reading and Math</li> <li>Trust Based Relational Intervention (TBRI) and Positive Behavioral Interventions &amp; Supports (PBIS)</li> <li>Faculty, Staff, and Student Attendance</li> <li></li> <li></li> </ol>
	<ol style="list-style-type: none"> <li>Teaching Staff by Tenure: 0-5: 12 6-10: 4 11-15: 5 16+: 9</li> </ol>		
	<ol style="list-style-type: none"> <li></li> </ol>		
Student Achievement	<ol style="list-style-type: none"> <li>Strategic, measurable, and actionable plan(s) to accelerate progress towards state accountability goals (gains).</li> </ol>	<ol style="list-style-type: none"> <li>Accelerate instruction for students performing below grade level in literacy (reading/writing) and math. Build math fluency and reasoning in K-2. Aggressively monitor comprehension and fluency in grades K-2.</li> </ol>	
	<ol style="list-style-type: none"> <li></li> </ol>	<ol style="list-style-type: none"> <li>Explicit and direct instruction of the writing process from PK-5th grade; side-by-side coaching on best instructional practices and comprehensive set of materials and resources.</li> </ol>	
	<ol style="list-style-type: none"> <li></li> </ol>	<ol style="list-style-type: none"> <li></li> </ol>	
School Culture and Climate	<ol style="list-style-type: none"> <li>Effective systems and procedures are in place to implement and monitor TBRI/PBIS with fidelity and consistency.</li> </ol>	<ol style="list-style-type: none"> <li>Continued training on trauma-informed, culturally responsive best practices to support social emotional learning development (TBRI/PBIS/Restorative Practices, Mindfulness)</li> </ol>	
	<ol style="list-style-type: none"> <li>Two full day PK3 classrooms and three PK4 (Kindergarten Readiness)</li> </ol>	<ol style="list-style-type: none"> <li>Decrease loss of instructional time due to behavior (direct instruction and support on self-regulation, problem solving, and relationship building for students)</li> </ol>	
	<ol style="list-style-type: none"> <li></li> </ol>	<ol style="list-style-type: none"> <li></li> </ol>	

<b>Staff Quality/ Professional Development</b>	1.	Instructional Coaches provide specialized academic support to teachers for instructional programs and practices (coaching, planning, modeling, mentoring, PLC collaboration, resources, data, grouping, district/campus initiatives)	1.	Effective professional learning opportunities (planning and modeling) on the implementation of the newly revised TEKS. This includes decomposing and aligning high-leverage TEKS to effective core instruction.
	2.		2.	Student Growth Progress Measures and Retention incentives for teachers.
	3.		3.	
<b>Curriculum, Instruction, and Assessment</b>	1.	Individual student data meetings for goal setting, progress monitoring, and reflection.	1.	Effective professional learning opportunities (planning and modeling) on the implementation of the newly revised TEKS. This includes decomposing and aligning high-leverage TEKS to effective core instruction.
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<b>Family and Community Involvement</b>	1.	7 Community Partnerships and 6 years of Parenting Center Graduates	1.	Expand and increase involvement from participation in campus events to being active in the learning process and achievement of student goals.
	2.		2.	
	3.		3.	
<b>School Context and Organization</b>	1.	1. Campus Leadership Team (Operations) 2. Instructional Leadership Team (Academics) 3. Student Support Team (Student Wrap Around Services) 4. Campus Planning Committee (Teachers Only) 5. SBDM Committee (School, Parent, and Community Stakeholders) 6. Parent Action Team	1.	Revamp the Master Schedule to tightly align with campus needs and maximize instructional time.
	2.		2.	Alignment of instructional goals to daily classroom practices and outcomes.
	3.		3.	

# Academic Excellence Goals

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

Campus Name: 209 - Briscoe ES, Edward J.

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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.	50.91	23.64	9.09	40	
	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)				70	

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	By May 2020, 70% of 3rd grade students will show an increase of a minimum of 200 Lexile points per Achieve and score in a range of 196-202 RIT score on MAP Fluency.	<ol style="list-style-type: none"> <li>1. Data Analyst (Salary) - Helps teachers examine data, understand student instructional needs, and identify strategies and practices to address the identified needs.</li> <li>2. Ongoing and targeted professional learning for effective literacy (reading/writing) practices.</li> <li>3. After School Learning Assistance Program (LAP) to Close Gaps (LLI)</li> <li>4. Subs for PD, Extra Duty, and Tutoring</li> <li>5. Snacks for Tutoring</li> </ol>	Instructional Leadership		Title I	40,000		
2 Title I	By May 2020, 70% of students in grades K-2 will be reading on or above grade level as measured by MAP fluency.	<ol style="list-style-type: none"> <li>1. Data Analyst (Salary) - Helps teachers examine data, understand student instructional needs, and identify strategies and practices to address the identified needs.</li> <li>2. Ongoing and targeted professional learning for effective literacy (reading/writing) practices.</li> <li>3. Small Group Instruction</li> <li>4. Subs for PD, Extra Duty, and Tutoring</li> </ol>	Instructional Leadership		Title I	40,000		
3 LEP	By May 2020, our English Language Proficiency Status as measured by TELPAS will increase from 27% to 36%.	<ol style="list-style-type: none"> <li>1. Ongoing professional development and co-planning in PLCs across content areas.</li> <li>2. Accelerated instruction for LEP students by the Language Center teacher.</li> <li>3. Modeling of effective ESL strategies for teachers using the TELPAS Language Proficiency Descriptors.</li> <li>4. Model for students TELPAS assessment expectations</li> <li>5. Subs for PD, Extra Duty, and Tutoring</li> </ol>	Instructional Leadership		Bilingual	687		
4 Title I	By May 2020, 32% of currently identified GT students will move from Approaches to Meets/Masters, 42% to Masters, and 26% to high Masters.	<ol style="list-style-type: none"> <li>1. Accelerated instruction for identified students by the GT teacher aligned to grade level TEKS and campus goals (Meets/Masters).</li> <li>2. Modeling and support of differentiation strategies for advanced learners in grades 2-5.</li> </ol>	Instructional Leadership		Gifted & Talented	130		
5 SPED	(Strategy 1) By May 2020, 70% of 3rd grade students will show an increase of a minimum of 200 Lexile points per Achieve and score in a range of 196-202 RIT score on MAP Fluency.	<ol style="list-style-type: none"> <li>1. Professional learning for SPED faculty/staff on TEKS alignment and differentiation strategies.</li> <li>2. Other Reading Materials, Library Books, and Books for Professional Development</li> <li>3. Subs for PD, Extra Duty, and Tutoring</li> </ol>	Instructional Leadership		Special Education	1,429		

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Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

**BOY Status:**

Principal Evidence:

Leadership Feedback:

**MOY Status:**

Principal Evidence:

Leadership Feedback:

**EOY Status:**

Principal Evidence:

Leadership Feedback:

# Mission Goals

## Fort Worth Independent School District 2019-2020 Mission Goals Action Plan

Campus Name: 209 - Briscoe ES, Edward J.

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
		Percent of students at grade level or above in Math will increase from	TBD (BOY Testing)	70% on or above grade level

### Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	By May 2020, 70% percent of students in grades K-5 will be performing at grade level per NWEA Math RIT Scores.	<ol style="list-style-type: none"> <li>1. Data Analyst (Salary) - Helps teachers examine data, understand student instructional needs, and identify strategies and practices to address the identified needs.</li> <li>2. Build procedural skill, fluency practice, and problem solving strategies in grades K-5.</li> <li>3. Differentiated small group instruction</li> <li>4. Supplies, Materials, and other Resources</li> <li>5. Subs for PD, Extra Duty, and Tutoring</li> <li>6. Snacks for Tutoring</li> </ol>	Instructional Leadership		Title I	35,000		
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**BOY Status:**

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**BOY Status:**

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Leadership Feedback:

