

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 225 - Bonnie Brae ES

Principal: Gonzalez, Samantha

Executive Director: Shawn Buchanan

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: 96.7
Special Education: 11.2
Dual Language/ESL: 55.9
Gifted and Talented: 8.8

Career and Technology: 0
Percentage of at-risk students: 84.1
Percentage of English Language (EL) students: 53.5
Percentage of economically disadvantage students: 84.7

2019-2020 Campus Site-Based Committee

Name	Role
Samantha Gonzalez	Principal
Jessica Davidson	Teacher
Daniel Chavez	Teacher
Jesus Arizmendi	Teacher
Ruby Ransom	Teacher
Cindy Forestier	District Level Staff
Troy Morton	District Employee Relations Council Representative
Angie Owens	Campus Non-Teacher Professional
Teresa Ayala	Parent
Christine Servin	Parent
Lorena Perez	Additional Representative Appointment
Open	Community Representative
Open	Business Representative
Open	Community Representative

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Bonnie Brae 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 80	92 - Met Standard
Domain 2: School Progress 88	
Domain 3: Closing The Gaps 100	

Campus Distinction Designations

Academic Achievement in Mathematics: 0	Postsecondary Readiness: 1
Academic Achievement in Science: 1	Top 25 Percent: Comparative Closing the Gaps: 1
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	1. Low Mobility rate - 6%	1. Low number of GT students identified, 8% of campus.	1. 40% of students in Kinder-1st are below mid year goals according to F&P reading levels.
	2. Staff demographic is diverse in gender and ethnicity	2. Students are mobile during school year, many leaving for weeks at a time and then returning around holidays.	2. Reading benchmarks: 3rd - 60%, 4th - 54% passing, Masters in both tested content areas is below 30%
	3.	3.	3. Students are not exposed to other cultures as part of the school experience. 4. Writing mastery performance at 5%
Student Achievement	1. 5th grade benchmarks are strong, Science - 80%, Math 81%, & Rdg - 73%	1. 40% of students in K-1st are below mid year goals according to F&P reading levels.	
	2. Index one increases every year by at least 2 percentage points.	2. Reading benchmarks: 3rd - 61% Approaching and 31% Meets, 4th - 54% Approaching and 37% Meets	
	3.	3. Campus Reading Masters is 18% and Campus Math Masters is 23%, Writing is 5%	
School Culture and Climate	1. Positive work environment where teachers enjoy coming to work.	1. Do not have enough extra curricular activities for lower grade students.	
	2. Extracurricular activities for upper grades (Tuesday clubs)	2. Students are not exposed to multiple cultures.	
	3. Building is safe, drills all completed on time and hallways have systems to ensure safe movement at arrival.	3. Do not have enough community members involved in campus.	
Staff Quality/ Professional Development	1. Low teacher turnover, 93% return rate this school year.	1. Campus needs a teacher mentor program	
	2. All staff Highly Qualified	2.	
	3. Teacher feedback is provided with in two days and strengthens instruction	3.	
Curriculum, Instruction, and Assessment	1. Instructional planning calendars are creating intentional instruction.	1. Lack resources for SPED and Spanish students	
	2. Lesson plans are driven by TEKS	2. Lack lower grade resources for reading intervention	
	3. Weekly data meetings are driving instructional reteaches.	3. Lack assessment materials for quick checks.	

Family and Community Involvement	1.	PTA has grown and is impacting campus with events and donations.	1.	No ESL classes for adults to create opportunities for better parent/teacher communication
	2.	High parent turn out at campus family events.	2.	Do not have required parent informational meetings/parent conferences.
	3.	After School program is full (103 students)	3.	No parent input on family events
School Context and Organization	1.	Organization of student movement in the building - blue dots	1.	Data meeting results are not organized in a way to reference later
	2.	intervention groups are subject/teacher specific based on data.	2.	Dismissal as students leave the building lacks alignment to morning routine.
	3.	Teachers create their own quick check assessments.	3.	

Academic Excellence Goals

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

Campus Name: 225 - Bonnie Brae ES

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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.	77.94	45.59	29.41	85.0	
	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)				85.0	

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	Campus will provide interventions to all Kinder - 3rd grade students that are reading below grade level.	<ul style="list-style-type: none"> * Purchase LLI and Solution intervention materials for -3rd teachers (August 15th). * Teachers will attend district provided training on material over summer prior to students returning.(summer 2019) 	Principal	8/22/2019	Title I	39,360	On Target	
2 Title I	Teachers will meet to review reading levels as a result of interventions and determine groupings every four weeks.	<ul style="list-style-type: none"> * Establish assessment and meeting dates and add to campus calendar. * Data analyst will maintain spreadsheet with students' reading levels and groups by teacher. * Teachers will complete 905s by August 28th for all meetings during the year. 	Teacher(s)	2/28/2020	Title I	6,000	Not Started	
3 Title I	Monitor data of benchmarks, MAP and Reading interventions to drive instructional planning with teachers	<ul style="list-style-type: none"> * Data analyst will create and maintain data spreadsheets * Principal will establish meeting dates (August 15th) to review recent data points and then develop instructional plans moving forward with the teachers. 	Other		Title I	59,200	Not Started	
4 Title I	Teachers will hold "Student University" after school in the spring. We will target moving students from Meets to Masters performance.	<ul style="list-style-type: none"> * November review 5th grade and 4th Writing benchmark results. * January review 3rd & 4th benchmark results * Identify students to attend Student University. * Begin two days a week after school in December and February. 	Teacher(s)	11/22/2019	Title I	5,000	Not Started	
5 Title I	Pull out tutoring during the school day by retired teachers to support moving students from Approaches to Meets performance.	<ul style="list-style-type: none"> * Review beginning of year MAP testing and Level Set data September 16th. * Determine groups of students that will receive support. * Groups will be reevaluated each six weeks using Lexile levels and quick check assessments. 	Principal	10/21/2019	Title I	8,000	Not Started	
6	GT students will receive literacy targeted projects to ensure mastery level performance on STAAR.	<ul style="list-style-type: none"> * Meet with campus assigned GT teacher to review scope and sequence of instruction. * Determine texts and materials needed to support score and sequence * Order texts and materials September 2019 	Teacher(s)	10/31/2019	Gifted & Talented	288	Not Started	

7	SPED	Students in the TAP classroom will write daily at individual appropriate levels.	* Meet with TAP Teachers Week of September 9th to determine individual student needs for writing. *Will consider seating, paper, grips, writing utensils that best suit each child.	Principal	10/31/2019	Special Education	1,500	Not Started	
8	SPED	Students in Special education (resource & inclusion) will write daily at individual appropriate levels.	* Meet with Teachers Week of September 9th to determine individual student needs for writing. *Will consider seating, paper, grips, writing utensils that best suit each child.	Principal	10/31/2019	Special Education	2,946	Not Started	
9		Student writing will be reviewed with all grade level teachers and instructional planning will occur with targeted outcomes for students each six weeks.	*Calendar of meeting dates will be established August 2019 *Teachers will complete 905s for pull out meeting dates (1/2 days) *Teachers will create instructional plans in meeting based on determined writing targets.	Principal		SCE	3,840	Not Started	
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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

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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 Reading will increase from		85%	EOY
	85% of all K-3rd grade students will be on grade level as measured by MAP and Lexile levels. Baseline will be established week of September 2nd.			

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	Lower grade students will utilize Accelerated Reader to promote daily reading.	<ul style="list-style-type: none"> * Renew Accelerated Reader license. (August 2019) * Meet with all lower grade teachers to set expectations for use and monitoring. (September 2019) * Create calendar dates to meet with teachers each six weeks to review student progress and movement. (June 2019) * Create building wide visual of reading growth. (September 2019) 	Teacher(s)	11/4/2019	Title I	2,000	Not Started	
2 LEP	Increase student vocabulary to support reading levels.	<ul style="list-style-type: none"> * Purchase Flowcabulary (August 2019) * Meet with teachers to review expectations for use and aligned implementation to core instruction. (September 2019) 	Principal	10/1/2019	Bilingual	1,310	Not Started	
3 LEP	Provide students with books to take home to promote reading in the home.	<ul style="list-style-type: none"> * Purchase a variety of levels of books. (November 2019) * Distribute books at Family events (Family Academic Night, Programs, Parent conferences) 	Principal	3/27/2020	Title I	500	Not Started	
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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 2019-2020 Learning Environment Goals Action Plan

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Parent organization membership will increase as measured by the School Profile from	63	100	October 1, 2019
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	26	15	May 2020
	Health Related Elementary - (Target 75%) Percentage of the 30 health lessons Grades K-5 the school health teacher delivers will increase from	50%	75%	May 2020
	The campus will provide opportunities to expose students to multiple cultures throughout the school year as measure by conducting a minimum of four cultural events on the campus during the school	1	4	April 2020

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	PTA will attend opening of school activities to promote membership.	<ul style="list-style-type: none"> * PreK meeting August 7th. * Meet with faculty August 14th * Meet the Teacher August 15th * Celebration/reward to classes with highest parent membership at end of September. 	External Stakeholder	9/30/2019			Not Started	
2	Title I Provide cultural opportunities for families to attend both on and off the campus that promote an awareness of diversity.	<ul style="list-style-type: none"> * Scheduled Family Museum Night October 29th * Provide transportation to Museum event. * Provide snacks at all events to encourage attendance. * Notify families if events with flyers, website calendar, facebook ect. * Provide a calendar of all events for the year to families. 	Principal	4/30/2020	Title I	1,465	On Target	
3	Teachers will submit Health plans in addition to core content plans.	<ul style="list-style-type: none"> * Teachers will create timeline for Health lesson plans and submit. (August 2019) *Lesson plans will be monitored to ensure delivery aligns with timeline. 	Principal	5/15/2020		0	Not Started	
4	Supplies to support learning environment.	Purchase materials for classrooms	Principal	4/1/2020	Local (Basic Allotment)	20,000	On Target	
5	Supplies to support parent communication. campus systems and basic materials for office	Purchase materials as needed through year.	Principal	4/1/2020	Local (Basic Allotment)	6,598	On Target	
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Leadership Feedback:

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Principal Evidence:

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