

133-WM Green ES

Edra Bailey

Xavier Sanchez

2018-19 Schoolwide Programs: Campus Improvement Plan

133-WM Green ES

Principal: Edra Bailey

Executive Director: Xavier Sanchez

State Accountability Status

Met Standard

Campus Distinctions

Academic Achievement in Reading/Language Arts

Top 25% Student Progress

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

SELECT A DISTINCTION DESIGNATION

Campus Mission/Vision Statement

onal environment that cultivates learning for all. By joining forces with stakeholders, we will

CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 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 Priority / Turnaround Plans

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.

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

2018 -2019 State Accountability Domain Scores

Domain 1: Student Achievement	81
Domain 2: School Progress	83
Domain 3: Closing The Gaps	77

SBDM Members

Name	Role
Alisa Jones	Community Rep
Gale Bessire	District-Level Staff
Shelly Marshall	Teacher
Vickie Perry Russell	Teacher
Rhonda B. Ward	Campus Non-Tch Prof
Frances Long	Teacher
Andrew Chambers	Business Rep
Cecelia Garcia	Parent
Leslie Mercado	Parent
Tammie Wilson	Additional Appointed Rep
	Select
	Select
	Select
	Select
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	Select
	Select
	Select
	Select

Fort Worth ISD Mission

Preparing **ALL** students for success in college, career, and community leadership.

Comprehensive Needs Assessment Summary

Comprehensive Needs Assessment Summary for 2018-2019

Campus: W.M. Green

Principal: Edra Bailey

Data Sources Used Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	No	Data Accuracy
	Yes	Attendance	No	Cohort Analysis	Yes	Surveys
	Yes	Discipline	Yes	Support Systems	Yes	Fund Balance
	Yes	Instruction	Yes	Intervention Services	No	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	No	Other - enter data source here
Area Reviewed	Summary of Strengths		Summary of Needs		Priorities	
	What were the identified strengths?		What were the identified needs?		What are we going to intervene? If addressed, this need will create the most impact.	
Demographics	1.	4 PK classrooms	1.	Student absences and tardies impacts the start of the day and actual instructional time throughout the year.	1. Increase student instructional time by decreasing absences, tardies and early dismissals.	
	2.	The number of DLE and RP classrooms are about the same in each grade level.	2.	Students in DLE and RP classes need more time to develop social and collaborative skills together.	2. Provide specific and effective interventions to students	
	3.	Special Populations (GT,DYX and SPED. are increasing.	3.		3. Increase student achievement in literacy and math	
Student Achievement	1.	Exceeded the standards in all four indexes in 2016-2017	1.	RTI Process is not implemented effectively.	4. Increase parental involvement	
	2.	Achievement Gap and Career Readiness Scores increased from 15-16	2.	Math achievement is not consistent between grade levels.	5.	
	3.	Achievement Gap closed in science.	3.	Achievement Gap between AA and All students in Reading and Math	6.	
School Culture and Climate	1.	Teachers volunteer their time.	1.	Need for more student recognition.	7.	
	2.	Honorable Character	2.	Restorative Circles not consistent	8.	
	3.	Implementation of Restorative Practices.			9.	
Staff Quality/ Professional	1.	Highly qualified staff	1.	41% of the staff is new with less than	10.	
	2.	Common Planning Times	2.	Need for alignment of planning and		

Development	3. Mentoring support for new	3. Tiered PD for staff
Curriculum, Instruction, and Assessment	1. Generally Higher than the district	1. PLCs not utilized effectively this year.
	2.	2. Assessments more aligned with TEKS
		3. Common campus expectations
Family and Community Involvement	1. Report Card Pick-Ups	1. Parent/Teacher Organization
	2. Red Carpet Events	2. Academic Family Nights
		3. Need for parent volunteers
School Context and Organization	1. Use of Social Media and Group	1. Tighter schedule for support services
	2. Input from School Community	2. Keep social media current
	3. Teaming in grades 3-5	3. Support systems for struggling

	133-WM Green ES							
Budget Summary	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	\$ 45,284	\$ 7,644		\$ 1,754	\$ 418	\$ 5,300	\$ 213,123	273,523

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Edra Bailey

Leadership Director: Xavier Sanchez

Summary by Fund Source

Fund Source	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CEIP
Student Outcome Goals	0	7,644	0	1,754	418	2,351	187,400	\$ 199,567
Campus Needs - Student Achievement	31,100	0	0	0	0	2,949	24,000	\$ 58,049
Campus Needs	7,000	0	0	0	0	0	1,000	\$ 8,000
Parent/Family Engagement Health Related	7,184	0	0	0	0	0	0	\$ 7,184
TOTAL	\$ 45,284	\$ 7,644	\$ -	\$ 1,754	\$ 418	\$ 5,300	\$ 212,400	\$ 272,800
Allocations	45,284	7,644	-	1,754	418	5,300	213,123	273,523
Percent Budgeted	100%	100%	NA	100%	100%	100%	100%	100%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount							\$ -
Allocations	Student Outcome							-
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Action Plan

Principal: Edra Bailey

Leadership Director: Xavier Sanchez

Fort Worth ISD Student Outcome Goal Alignment	Goal:	1 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.
	Progress Measures:	1.1 Percent of students in grades K-3 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from 27% to 37% by 2019.
		1.2a Percent of 2-3 grade students completing two weekly lessons on FWISD progress monitoring system for reading will increase from 22% to 37% by 2019.
		1.2b Percent of grade 2-3 students achieving 75% or higher on FWISD progress monitoring system for reading will increase from 8% to 28% by 2019.
		1.3 Percent of students in grade 3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from 42% to 59% by 2019.

Focus SMART Goal Student Achievement and Progress	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
		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	6200%	75%
1.1	Percent of students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from	45%	70%	EOY
1.2a	Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from	40%	80%	EOY
1.2b	Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from	35%	80%	EOY
1.3	Percent of students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from	45%	75%	EOY

Title I Components	PBMAS	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1 1,2,9,10	LEP	Provide 2 TAs to conduct small group reading for T3 students	Principal	on-going	Pull-Out	Title I	\$ 52,000.00	Achievement
2 1,2,3,8,9	LEP	Reading materials for classrooms	Principal	on-going	Faculty Mgt/Vendor	Title I	\$4,400.00	Progress
3 1,2,9.	SPED	Progress Monitoring for students in Tier 3 and Special Education	Data Analyst	weekly		Title I	\$80,000	Progress
4 1,2,9.		Support manipulatives and materials for Sped students	Administrators	on-going	Faculty Mgt/Vendor	SPED	\$ 2,351.00	Progress
5 1,2,3,4,8,9	SPED	Provide time for vertical study of student products	Principal	monthly		GT	\$418.00	Closing Gaps
6 1,2,4,8,9	LEP	PD including Guided Reading and Running Records for Teachers and admin	Administrators	monthly	PLC	Title I	\$21,000.00	Tchr/Staff Quality
7 1,2,3,8,9,	LEP	Chromecarts to support Achieve 3000 activities and technology accessories	Teachers	daily	Pull-Out/Vendor	Title I	\$14,000.00	Progress
8 1,2,9,	SPED	Incentives for students scoring 75% or higher on first try	Administrator	grading cycles	Pull-Out/Vendor	Title I	\$3,000.00	Progress
9 1,2,3,5,8,9	LEP	Supplies and materials for classroom support	Administrators	on-going	Faculty Mgt/Vendor	SCE	\$7,644.00	Achievement
10 1,2,9.	LEP	pull out support for reading	Administrators	ongoing	Pull-Out	Title I	\$13,000.00	Closing Gaps
11 1,2,3,5,8,9	LEP	Bilingual literacyMaterials	Administrators	on-going		Bilingual	\$ 1,754.00	Progress
12								Progress
13								



2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Edra Bailey

Student Outcome Goals Progress Monitoring

Leadership Director: Xavier Sanchez

Opportunity Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

Focus SMART Goal (Target Element Systems)	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 6200 to 75 percent.	BOY %	MOY %	EOY %	Target %	Difference
Students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool		50.0%			70%	-20.0%
Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading		60.0%			80%	-20.0%
Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading		60.0%			75%	-15.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Running Records	1-(Achievement) Provide 2 TAs to conduct small group reading for T3 students	Small Group Schedules	On Target			
2 Observation	2-(Progress) Reading materials for classrooms	Use of materials in the classroom	Not Started			
3 Data Analyst	3-(Progress) Progress Monitoring for students in Tier 3 and Special Education	Data Reports	On Target			
4 Schedules	5-(Closing Gaps) Provide time for vertical study of student products	agendas	Not Started			
5 Schedule Training	6-(Tchr/Staff Quality) PD including Guided Reading and Running Records for Teachers and admin	Sign in sheets	Not Started			
6 Data Reports□	7-(Progress) Chromecarts to support Achieve 3000 activities and technology accessories	Achieve Leadership Dashboard	On Target			
7 Data Reports□	8-(Progress) Incentives for students scoring 75% or higher on first try	Student lists	On Target			
8 Observation	9-(Achievement) Supplies and materials for classroom support	Classroom Walkthroughs	On Target			
9 Observation	11-(Closing Gaps) pull out support for reading	Classroom Walkthroughs	Not Started			
10 Order materials	13-(Progress) Bilingual literacyMaterials	Use of materials in the classroom	On Target			
11						
12						
13						
14						
15						

Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Edra Bailey

Campus Needs - Student Achievement Action Plan

Leadership Director: Xavier Sanchez

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)			Target (EOY)		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
Goal 1	Math - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Math will increase by 2%	74.00%	33.00%	12.00%			
Goal 2	Reading - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Reading will increase by 2%	71.00%	38.00%	16.00%			
Goal 3	Science - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Science will increase by 2%	75.00%	27.00%	6.00%			
Goal 4	Writing - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Writing will increase by 2%	59.00%	35.00%	10.00%			

		Alignment		Expectations				Focus → Achievement &		
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt			
1	1,2,3,8,9	LEP	Math materials for classrooms	Principal	on-going	Faculty	Title I	\$1,000.00	Progress	
2	1,2,3,9	LEP	Science materials for classrooms	Principal	on-going	Faculty Mgt/Vendor	Local	\$8,000.00	Progress	
3	1,2,3,9	SPED	Progress monitoring for students in Tier 3	Teacher	weekly				Closing Gaps	
4	1,2,3,4,	LEP	Use of academic language throughout the building	Teacher	weekly	Faculty Mgt/Vendor	Local	\$2,000.00	Progress	
5	1,2,3,4,5	LEP	PLCs focusing on student, data and analysis of work	Administrator	monthly	PLC	Local	\$ 3,100.00	Tchr/Staff Quality	
6	1,2,3,4,5	LEP	Training on researched based math strategies	Administrator	as needed	Pull-Out/ PLC	Title I	\$5,000.00	Tchr/Staff Quality	
7	1,2,3,5,8,9	SPED	supplies and materials to support classroom instruction	Administrator	on going	Faculty Mgt/Vendor	Local	\$18,000.00	Progress	
8	1,2,3,9	SPED	overlays, DRAGON software, manipulatives and etc for student support	Administrator	on-going	Faculty Mgt/Vendor	SPED	\$2,949.00	Closing Gaps	
9	1,2,3,9	LEP	Online math support	Teacher	ongoing	Faculty Mgt/Vendor	Title I	\$8,000.00	Progress	
10	1,2,3,9	LEP	afterschool or inschool pull-out support for science and math	Administrator	bi weekly	After Sch	Title I	\$10,000.00	Progress	
11										
12										
13										
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15										

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Edra Bailey

Leadership Director: Xavier Sanchez

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	Math - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Math will increase by 2%						
	Reading - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Reading will increase by 2%						
	Science - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Science will increase by 2%						
	Writing - Percent of students in tested grade levels performing at Approaches, Meets, and Masters Grade Level as measured by the STAAR standard in Writing will increase by 2%						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Order supplies	Math materials for classrooms	Walkthroughs	On Target			
2 Order supplies	Science materials for classrooms	Walkthroughs	Not Started			
3 Scheduled dates	Progress monitoring for students in Tier 3	PLC notes	On Target			
4 Order supplies	Use of academic language throughout the building	Observations	On Target			
5 Scheduled dates	PLCs focusing on student, data and analysis of work	PLC notes	On Target			
6 Scheduled dates	Training on researched based math strategies	Sign in sheets	Not Started			
7 Order supplies	supplies and materials to support classroom instruction	Use of materials in classrooms	On Target			
8 Order supplies	overlays, DRAGON software, manipulatives and etc for student support	Use of materials in classrooms	Not Started			
9 Purchase resource	Online math support	Reports	Not Started			
10 secure teachers	afterschool or inschool pull-out support for science and math	Walkthroughs	Not Started			
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Edra Bailey

Leadership Director: Xavier Sanchez

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z)			Baseline (BOY)	to Target	by Deadline	
	Goal 1	PBIS - Enrollment percentage gap for unduplicated students receiving out-of-school suspensions as documented in FWISD Cycle Reports for target group will decrease by 8%			21%	29%	EOY
	Goal 2	PBIS - Enrollment percentage gap for unduplicated count of students referred as documented in FWISD Cycle Reports for target group will decrease by 20%			25%	5%	EOY
	Goal 3						EOY
	Goal 4						EOY

Title I Components	PBMAS	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1,2,5,9		Group circles at least once per week in 2nd - 5th grades	Teacher	weekly	Faculty Mgt	Local	\$ 1,000.00	Closing Gaps
1,2,9		Targeted behavior charts for Tier 3 behavior students with incentives	Teacher	on-going	Pull-Out	Local	\$ 3,000.00	Closing Gaps
1,2,9		Targeted behavior counseling groups for Tier 3 Students	Counselor	on-going	Pull-Out	Local		Closing Gaps
1,2,4,9		Restorative PD for all teachers	Principal	quarterly	Faculty Mgt	Title I	\$ 1,000.00	Closing Gaps
1,2,4,9		Implement Character Education Program campuswide	Principal	weekly	Faculty Mgt	Local	\$ 3,000.00	Closing Gaps
1,2,4,9		Build supportive relationships through the use of campus and classroom respect agreements	Teachers	weekly	Faculty Mgt	Local		Closing Gaps

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Edra Bailey

Leadership Director: Xavier Sanchez

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (February 25 - May 31)					
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference	
		PBIS - Enrollment percentage gap for unduplicated students receiving out-of-school suspensions as documented in FWISD Cycle Reports for target group will decrease by 8%	2.0%			29%	-27.0%
		PBIS - Enrollment percentage gap for unduplicated count of students referred as documented in FWISD Cycle Reports for target group will decrease by 20%	2.0%			5%	-3.0%
						0%	
					0%		

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Scheduled circle time	1-(Closing Gaps) Group circles at least once per week in 2nd - 5th grades	Observations	On Target			
2 Behavior chart review	2-(Closing Gaps) Targeted behavior charts for Tier 3 behavior students with incentives	Behavior charts	On Target			
3 Character Awards	5-(Closing Gaps) Implement Character Education Program campuswide	Observations	On Target			
4 Posted Respect Agreements	6-(Closing Gaps) Build supportive relationships through the use of campus and classroom respect agreements	Observations	On Target			
5 Identify students	3-(Closing Gaps) Targeted behavior counseling groups for Tier 3 Students	Small group documentation	Not Started			
6 Identity best PD	4-(Closing Gaps) Restorative PD for all teachers	sign in sheets	Not Started			
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Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: Edra Bailey

Leadership Director: Xavier Sanchez

The 2018-19 CIP format includes a new section to document family/community engagement and health related requirements.

Focus SMART Goal	REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL		Baseline (BOY)	to Target	by Deadline
	REQUIRED ONE HEALTH RELATED GOAL				
	Goal 1	Parent/family participation in at least 4 campus-based events will increase from 2 to 6	2%	6%	1-May
	Goal 2	Parent/family participation in at least 1 campus-based organization will increase from	0%	1%	1-May
	Goal 3 (Optional)				
Goal 4 (Optional)					

	Title I Component	PBMAS	Alignment		Expectations				Focus
			Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	1,2,6		Coordinate Meet the Teacher Night	Principal	August				FAMILY
2	1,2,6		Coordinate Open House	Principal	September				FAMILY
3	1,2,6		Coordinate Evening of Investigations	Assistant Principal	October		Local	\$ 2,000.00	FAMILY
4	1.2.6		Coordinate Spring Open House with student led conferences	Assistant Principal	March		Local	\$ 1,900.00	FAMILY
5	1.2.6		Utilize Blackboard, campus website and Social Media Pages to communicate with families and community	Principal	Ongoing				FAMILY
6	1,2,6		Resart and sustain Campus PTA	Principal	October		Local	\$ 2,000.00	FAMILY
7	1,2,6		Host 2 Report Card Pick-up Events	Principal	Oct/Jan		Local	\$ 1,284.00	
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