

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

**Campus Name:** 132 - Glen Park ES

**Principal:** Verreault, Ellen

**Executive Director:** Xavier Sanchez

## 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: 95.9

Special Education: 7.6

Dual Language/ESL: 61.5

Gifted and Talented: 8.9

Career and Technology: 0

Percentage of at-risk students: 87.3

Percentage of English Language (EL) students: 65.1

Percentage of economically disadvantage students: 93.6

### 2019-2020 Campus Site-Based Committee

Name	Role
Ellen Verreault	Principal
Keishea Shaw-Mack	Campus Non-Teacher Professional
Courtney Butler	Campus Non-Teacher Professional
Lillian Johnson	Teacher
Elaine DeLaVega	Teacher
Kristen Gossett	Teacher
Rebecca Sayman	Teacher
David Guerra	District Level Staff
Yvette Arias	Parent
Edward Arias	Parent
Father Sergio Diaz	Community Representative
Brad Coon	Business Representative
Hilda Zuniga	Business Representative
Mrs. Flores	Parent

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Glen Park 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: <b>Student Achievement</b> 67	<b>81 - Met Standard</b>
Domain 2: <b>School Progress</b> 82	
Domain 3: <b>Closing The Gaps</b> 78	

### 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: 0

Top 25 Percent: Comparative Closing the Gaps: 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. Large Bilingual Population 88% Hispanic 65%EL	1. Enrollment continues to decline 2018 = 644 2019 = 570	1. To provide quality data driven instruction
	2. 8.8% Mobility Rate comparatively low	2. Poor attendance rate. However, attendance did gain a point during the 18-19 school year from 94.8% -95.5%	2. To build teacher capacity
	3. Incentives prove to motivate many students who have not experienced significant success in their education.	3. At RISK 87% Economic Disadvantage 96% Requires a variety of additional resources. Continue with resources and incentives through programs such as AR, Achieve, and Attendance that promote motivation and success.	3. To meet students' needs for college and career readiness
			4. To partner with all stakeholders
Student Achievement	1. Longitudinal data indicates a gradual increase in student achievement and progress. 17-18 "B" rating (81) Distinction in Reading 18-19 "B" anticipated rating (84)	1. Too many students continue to perform below below grade level.	
	2. TELPAS data indicates progress toward English Language Proficiency in LEP students.	2. Continue to focus on literacy in both English and Spanish for LEP students.	
	3.	3.	
School Culture and Climate	1. 55% teachers 5+ years experience	1. Promote a sense of urgency among all stake holders in the quest for academic success of all students.	
	2. Caring and nurturing environment	2.	
	3. Fidelity to Restorative Practice	3. Continue with PBIS through Character Education and Restorative Practice	
Staff Quality/ Professional Development	1. Continue to build capacity in all staff (strength and need)	1. Continued growth in effective PLC's	
	2. 31% of teachers have earned a Masters degree. Majority of teachers have or are developing a Growth Mindset	2. Opportunities for continued professional development in areas of individual need. Quality professional development that builds teacher capacity in data driven instruction that engages, motivates, and promotes student success.	
	3. Teacher led professional development	3.	

<b>Curriculum, Instruction, and Assessment</b>	1.	Teachers becoming more proficient in new systems.	1.	Consistency of implementation of District and campus programs and initiatives
	2.	More teachers are understanding the value of looking at student data and student work to drive instruction.		
	3.	PLC and opportunities to analyze data	2.	Continued learning on all Best Practices with emphasis on types of assessments that provide the best information/data that enables the instruction in classrooms to be aligned, relevant, and engaging.
			3.	Continued growth PLC's and data meetings.
<b>Family and Community Involvement</b>	1.	Supportive community	1.	Additional opportunities to provide parents with resource and information to partner in education
	2.	Partnership and high turn-out in family events	2.	Create opportunities for stakeholders to partner in and support student learning and achievement
	3.		3.	Parent Liaison to assist parents and promote parent engagement. 2 PAT classrooms
<b>School Context and Organization</b>	1.	Low discipline referrals	1.	High social-emotional support needed
	2.	Award-winning social media	2.	Enrichment opportunities for students.
	3.	After school program, Drama Club, Sports Club, Boy Scouts, Girl Scouts	3.	

# Academic Excellence Goals

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

Campus Name: 132 - Glen Park ES

Principal: Verreault, Ellen

Executive Director: Xavier Sanchez

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.	74.32	36.49	25.68	46	
	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)				50%	

### 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	Opportunities for students to set goals and have structured time for to read independently and reflect on their reading through discourse and writing evidenced by AR data, LEXILE growth and Literacy Journals.	<ol style="list-style-type: none"> <li>1. Achieve 3000 will be implemented per FWISD guidelines. They will plan lessons to teach and engage student in the text that students will read, respond and engage.</li> <li>2. Teachers will monitor students independent reading through the AR program, conference with students to set goals, and provide interventions as needed.</li> </ol>	Teacher(s)	5/29/2020	Local (Basic Allotment)	6,700	On Target	
2 Title I	Tier 1 instruction will be purposefully aligned with state standards and provide all students with differentiated, culturally responsive, core academic and behavioral instruction that is taught to mastery. This will be evidenced by observed implementation of quality lessons that engage students and the data that reflects student achievement.	<ol style="list-style-type: none"> <li>1. Administration will design a Master Schedule to reflect strategic learning blocks.</li> <li>2. Administration will ensure professional Development is provided for teachers in need.</li> <li>3. Planning time will be provided for teachers to develop IPC's, coloraborate and plan.</li> <li>4. Teachers will follow the FWISD Scope and Sequence with fidelity to the Pearson adoption.</li> </ol>	Teacher(s)	1/31/2020	Local (Basic Allotment)	3,000	On Target	
3 Title I	Student performance will increase through higher understanding of the Data Analysis and PLC process and will be evidenced via agenda review, classroom observations, and student work and achievement.	<ol style="list-style-type: none"> <li>1. Data Analyst will be trained on best data practices with ADQ and develop systems to collect and analyze data. Teachers will be trained on these systems that will include goals, action steps, and targeted SE's</li> <li>2. Data Analyst will oversee and provide direction for PLC meetings with agendas that include action steps, person responsible, and monitoring..</li> <li>3. Data Analyst will provide professional development for staff to ensure the higher understanding of data analysis and PLC process.</li> </ol>	Other	5/29/2020	Title I	70,000	On Target	

4	Title I	A strategic intervention system will be designed, through the RTI and various data points to narrow the achievement gap ensure students in need of Tier III intervention receive targeted intervention. This will be evidenced by data tracking and growth.	1. Data Analyst - 19 EOY and BOY data will be gathered to identify students in need of intervention. 2. Teachers will hold BOY RTI meetings with parents by October 25. 3. AP will develop an intervention program for identified students that includes 45 minutes/4 days/week in afterschool tutorials using research based materials/ computer programs. 4. Other supplemental such as paper, pencils and classroom materials will be purchased.	Assistant Principal	5/28/2020	Title I	10,029	On Target
5	Title I	The achievement gap at Glen Park will narrow through the identification of students in need of supports including but not limited to #4 above. Tier III supports which will be evidenced by student LEXILE growth, social emotional belonging, and engagement.	1. All staff will be trained and will implement Restorative Practices with an emphasis on building relationships. Circle training will be ongoing. 2. Character traits will be taught and recognized and Filling others Buckets will be the norm. 3. Incentives are provided for participation, character, and achievement.	Instructional Leadership	5/29/2020	Title I	1,320	On Target
6	Title I	Resources to ensure students have a variety of literature across all genres in addition to resources that challenge their critical thinking and problem solving skills.	1. Library books will be purchased to ensure diverse, quality literature is available to students. 2. Resources such as Mentoring Minds and Measure-Up will be provided.	Other	8/30/2019	Title I	10,970	On Target
7	Title I	Opportunities for students to set goals and have structured time for to read independently and reflect on their reading through discourse and writing evidenced by AR data, LEXILE growth and Literacy Journals.	1. Materials will be provided for goal setting. 2. Incentives will be provided for individuals and classroom who meet the goals.	Assistant Principal	5/28/2020	SCE	1,000	On Target
8	LEP	Opportunities for students to set goals and have structured time for to read independently and reflect on their reading through discourse and writing evidenced by AR data, LEXILE growth and Literacy Journals.	1. Headphones and earbuds will be purchase for students to develop listening and speaking skills.	Teacher(s)	5/28/2020	Bilingual	953	On Target
9	CTE	Opportunities for students to set goals and have structured time for to read independently and reflect on their reading through discourse and writing evidenced by AR data, LEXILE growth and Literacy Journals.	1. Headphones and earbuds will be purchase for students to develop listening and speaking skills.	Teacher(s)	5/28/2020	Gifted & Talented	482	On Target
10	SPED	Provide opportunities for all students to be successful in life skills, academics and social emotional development.	1. Provide items for self care, physical learning needs and other educational resources that enable all students to reach their learning potential.	Teacher(s)	5/28/2020	Special Education	3,565	On Target
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15								

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: 132 - Glen Park 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 at grade level or above in Math will increase from	72/41/21	75/45/25	EOY
	Percent of students in Grade 3-5 math on or above grade level, as measured by the STAAR on level standard for math, will increase from 41% to 45% by 20	41	45	

### 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	Students performing below grade level as measured by their RIT or previous failure of STAAR will be provided skill based intervention and growth will be monitored by a student tracking system that includes all math assessment.	<ol style="list-style-type: none"> <li>Partner with FW After School to provide intervention for students performing below grade level. Computer based skill development program will be purchased.</li> <li>AP with develop and monitor after school tutorials which will be provided by Title 1 TA and teachers.</li> </ol>	Assistant Principal	5/8/2020	Title I	59,000	On Target	
2 Title I	Lessons will be designed and instruction will be delivered to ensure students have opportunities to discourse, write, think critically, solve problems, and be actively engaged in learning that is relevant and aligned to the TEKS as evidenced by walkthroughs and coaching conversations.	<ol style="list-style-type: none"> <li>Professional development to ensure teachers understand the components of the math instructional block that are necessary for student success in mathematics.</li> <li>Supplemental resources will be provided to ensure student engagement is rigorous and provides the critical thinking and process skills that are aligned with grade level TEKS.</li> </ol>	Teacher(s)	5/29/2020	Title I	1,000	On Target	
3 Title I	Student performance will increase through higher understanding of the Data Analysis and PLC process and will be evidenced via agenda review, classroom observations, and student work and achievement.	<ol style="list-style-type: none"> <li>Data Analyst : a collection and student movement document will be developed and used with fidelity to help teachers organize data and track student progress, SE's that need to be focused on, and action dates and times.</li> <li>Teachers will look at student work in collaboration with others and prepare for guided discourse.</li> <li>Other resources/materials will be made available to teachers and students to meet student needs for college and career readiness.</li> </ol>	Teacher(s)	4/1/2020	Local (Basic Allotment)	19,977	On Target	
4 Title I	The quality of lesson design and delivery will grow through professional development that focuses on Best Practices and a better understanding of the curriculum. This will be evidenced by implementation in the classroom.	<ol style="list-style-type: none"> <li>Professional development will be provided by administration or district personnel in the use of best practices.</li> <li>Teachers will be monitored by administration for lesson delivery and design and will be provided support such as PD as needed.</li> <li>Learning Walks will take place during at least one PLC's per semester.</li> </ol>	Instructional Leadership	5/29/2020			On Target	
5 CTE	1. Administration will help design and implement a Maker Space room. The success of the "innovation lab" will be evidenced by the growth of project based learning at Glen Park.	<ol style="list-style-type: none"> <li>With the assistance of the Edu. Tech. Dept., our staff will begin to build a Maker Space room where students can work on projects or expand their innovative capabilities.</li> <li>Professional Development will be provided by our TIE or district personnel in the use of this innovation lab.</li> </ol>	External Stakeholder	11/22/2019	Community Partner	0	On Target	

6	Title I	Student performance will increase through higher understanding of the Data Analysis and PLC process and will be evidenced via agenda review, classroom observations, and student work and achievement.	<p>1. Data Analyst : a collection and student movement document will be developed and used with fidelity to help teachers organize data and track student progress, SE's that need to be focused on, and action dates and times.</p> <p>2. Teachers will look at student work in collaboration with others and prepare for guided discourse.</p> <p>3. Other resources/materials will be made available to teachers and students to meet student needs for college and career readiness.</p>	Teacher(s)	5/28/2020	SCE	7,244	On Target	
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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:



# Learning Environment Goals

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

Campus Name: 132 - Glen Park ES

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Executive Director: Xavier Sanchez

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	2	6	April 2020
	PBIS - Disproportionate 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	6	4	May 2020
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	75%	90%	May 2020

### 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	Parental and Family Engagement Strategies will be incorporated strategically by all teachers and staff as evidenced by sign-in sheets and parent inquires from information provided.	<ol style="list-style-type: none"> <li>By October 25th, teachers will meet with parents to provide progress report to include information about how to help their students.</li> <li>After level set, each parent will receive a LEXILE parent letter explaining their child's reading level and how they can help to improve their reading habits.</li> <li>By September 30, all parents will receive a letter telling them of their child's AR color (Lexile) and how they can promote fluency and comprehension by ensuring their child reads each night.</li> </ol>	Other	10/25/2019	Title I	452	On Target	
2 Title I	To bring parent awareness and quality parenting techniques, counselor will hold a minimum of 6 parent workshops of which participation will be an indicator of success.	<ol style="list-style-type: none"> <li>Counselor will provide a minimum of 2 workshops related to social-emotional and behavioral concerns our society faces.</li> <li>Counselor will provide a minimum of 4 workshops related to parenting or academic structures/strategies parents can use to ensure their child's success in college and career readiness.</li> </ol>	Student Support Services	5/28/2020	Title I	1,000	On Target	
3 Title I	All staff will use Restorative Practice, implement Character Education to ensure our students social emotional needs are met as evidenced by fewer referrals for interventions.	<ol style="list-style-type: none"> <li>Principal will ensure all staff are trained in RP</li> <li>Teachers and students will develop Relationship Agreements that are used as a practice to promote consistency in character expectations.</li> <li>Teachers will ensure Circle Time occurs each week</li> <li>Counselor will promote Character Traits as a school wide focus each week.</li> </ol>	Teacher(s)	5/29/2020			On Target	
4 Title I	Glen Park staff will host a minimum of 3 Family Engagement nights to build a sense of community and family education. Participation by families will be used to monitor family engagement in this area.	<ol style="list-style-type: none"> <li>Staff will host a Back to School Night showcasing the learning to be done this school year.</li> <li>Staff will host a Literacy Night to promote literacy in all areas of life.</li> <li>Staff will host a Math and Science Night at the FWMSH with transportation provided for families in need.</li> </ol>	Teacher(s)	3/20/2020	Title I	1,100	On Target	

5	LEP	Glen Park staff will host a minimum of 3 Family Engagement nights to build a sense of community and family education. Participation by families will be used to monitor family engagement in this area. To include specific needs of our bilingual population,	<ol style="list-style-type: none"> <li>1. Staff will host a Back to School Night showcasing the learning to be done this school year.</li> <li>2. Staff will host a Literacy Night to promote literacy in all areas of life.</li> <li>3. Staff will host a Math and Science Night at the FWMSH with transportation provided for families in need.</li> <li>4. Provide refreshments and resources for families who are in attendance.</li> </ol>	Instructional Leadership	3/28/2020	Bilingual	1,000	On Target	
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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:

