

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

**Campus Name:** 133 - Green ES, W.M.

**Principal:** Bailey, Edra

**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: 95.7	Career and Technology: 0
Special Education: 8.9	Percentage of at-risk students: 80.9
Dual Language/ESL: 41.7	Percentage of English Language (EL) students: 41.7
Gifted and Talented: 7	Percentage of economically disadvantage students: 91.8

### 2019-2020 Campus Site-Based Committee

Name	Role
Edra Bailey	Principal
Nanendra Golding	Additional Representative Appointment
Veleria Brown	Additional Representative Appointment
Sandra Knadle	Teacher
Shelly Marshall	Teacher
Gerda Etienne	Campus Non-Teacher Professional
Machayla Richardson	Teacher
Frances Long	Teacher
Romario Carey	Teacher
Sandra Jackson	Teacher
Christa Watkins	Teacher
Vickie Russell	Teacher
Andrew Chambers	Business Representative
Judy Gutierrez	Parent
Alisa Jones	Community Representative

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Green ES, W.M..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	81 - Met Standard
Domain 2: <b>School Progress</b> 83	
Domain 3: <b>Closing The Gaps</b> 77	

### 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 Achievemet in English Language Arts/Reading: 1	
Top 25 Percent: Comparative Academic Growth: 1	

### 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. There are two or more dual language classrooms to support EL learners.	1. EL students are still struggling with language acquisition campus wide.	1. Students are entering the tested content grade level two or more grade levels behind in reading.
	2. We have 4 full pk classrooms and 5 full kinder classrooms.	2. Less than 55% of our students are progressing toward their Smartyants goal.	2. Students are entering the tested content grade level two or more grade levels behind in math.
	3. Special Education population (GT, DYX, and Sped continues to increase.	3.	3. Students are entering school with social/emotional deficits that impedes instruction.
Student Achievement	1. Met Standard Rating as B campus.	1. On average students are entering 3rd grade two years below grade level in reading.	4. Instructional best practices across grade levels are generally inconsistent for diverse learners.
	2. 2 Distinctions, ELA/Reading and Comparative Academic Growth.	2. On average students are entering 3rd grade two years below grade level in math.	5.
	3.	3.	
School Culture and Climate	1. Character Counts Program	1. Increased number of students with social and emotional issues.	
	2. Restorative Practices	2. The majority of our students continue to required motivational support to complete basic tasks.	
	3.	3.	
Staff Quality/ Professional Development	1. Highly Qualified Teachers and Teacher Assistants	1. The majority of our teachers need professional development in SGGR.	
	2. Professional Development opportunities on and off campus to support campus.	2. The majority of our teachers need professional development in SGGR.	
	3.	3. The majority of our teachers need professional development in effective interventions.	
Curriculum, Instruction, and Assessment	1. Instructional Planning calendars.	1. Common assessments in all grade levels.	
	2. Achieve 3000, Smarty Ants, Prodigy for Literacy and Math development.	2. Campuswide goal setting and individual growth goals	
	3.	3.	
Family and Community Involvement	1. Communication: Parent Portal; FWISD App; School Website; Facebook; Twitter; Dojo; Planners	1. Increase in student daily attendance percentages.	
	2. Reinstated PTA	2. Increase parental membership in the parent teacher organization.	
	3.	3.	
School Context and Organization	1. Scheduled common grade level planning and PLC time.	1. Efficient utilization of instructional time as outlined in the master schedule.	
	2. An effective After School program that supports campus initiatives	2. Academic and social/emotional support for struggling students.	
	3. School leadership teams to share information and provide input in decision making.	3. Campus calendar with PLC Meetings, Parent Activities, ARD/504 meetings, Student Celebrations scheduled	

# Academic Excellence Goals

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

Campus Name: 133 - Green ES, W.M.

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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.	65.35	31.68	9.90		
	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)					

### 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	Increase reading levels using unilateral processes for reading fluency and comprehension strategies, providing specific interventions and celebrating students growth and success on an ongoing basis.	<ol style="list-style-type: none"> <li>Teachers will create a list of non-negotiables concerning reading strategies per grade level by Sept 1, 2019.</li> <li>Title 1 teacher assistants will pull small groups as identified by MAP fluency, Achieve Data and F&amp;P benchmark assessments by Sept. 30, 2019.</li> <li>Implement success celebrations for students every grading cycle.</li> </ol>	Teacher(s)	9/30/2019	Title I	57,027		
2 Title I	Address below level performance in using a unilateral writing process and providing specific interventions and opportunities for writing focus events throughout the year.	<ol style="list-style-type: none"> <li>Purchase 7 steps to a Language-Rich Interactive Classroom by 9/1/19</li> <li>Set expectation for writing across the curriculum by 9/1/19</li> <li>Conduct quarterly writing checks, focusing on student pieces by 10/18/19</li> <li>Conduct a writing camp the week prior to the writing STAAR test by 3/22/20</li> <li>Seek out tutors for writing pullouts by 12</li> <li>Conduct a writing contest for grades 1st - 5th at the beginning of the second semester.</li> </ol>	Teacher(s)	9/30/2019	Title I	3,000		
3 LEP	Increase the number of LEP students scoring advanced and advanced high by improving their competencies in speaking, reading, and writing domains on TELPAS.	<ol style="list-style-type: none"> <li>ELPS posted along with objectives</li> <li>PD on 7 Steps.</li> <li>Interactive Classroom Look- for</li> </ol>	Instructional Leadership	9/30/2019	Bilingual	2,193		
4 SPED	Identify students who are coming entering, 3rd, 4th, and 5th with unaddressed learning issues and needs for accommodation.	<ol style="list-style-type: none"> <li>Prioritize documentation and screening in Kinder, 1st, and 2nd grade to identify students earlier.</li> <li>Maintain RTI documentation to address struggling student issues.</li> <li>Identify and provide strategic and specific student supports for all below level readers including, pullout, tutors, technology etc...</li> </ol>	Instructional Leadership	9/30/2019	SCE	6,036		
5 Title I	Provide staff with ongoing, quality staff development.	<ol style="list-style-type: none"> <li>Provide training for campus teacher advisors.</li> <li>Provide planning and support materials for new teacher advisors</li> <li>Provide training for literacy components, small groups, best practices, math instruction, science instruction, social and emotional interventions etc...</li> </ol>	Instructional Leadership	9/23/2019	Title I	6,000		

6	Title I	Provide support materials for students qualifying or GT services.	1. Purchase materials.	Instructional Leadership	10/8/2019	Gifted & Talented	389		
7	Title I	Increase the number of students at meets or masters as identified by STAAR.	1. Purchase additional resources and supplies to support instruction. 2. Provide field trips including transportation for students.	Instructional Leadership	10/11/2019	Local (Basic Allotment)	12,000		
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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: 133 - Green ES, W.M.

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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	72	75

### 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	Purchase instructional materials, supplies, and the use of new software and technology to support classroom instruction, interventions, acceleration and student engagement.	<ol style="list-style-type: none"> <li>1. Purchase additional technology devices including chrome carts.</li> <li>2. Purchase All In Learning software, and Professional Development components for All in learning to immediately assess mastery.</li> <li>3. Purchase laptops, poster maker, laminator etc..to support instruction.</li> <li>4. Purchase all supplies needed for quality instruction including paper, pencils, makers, supplemental resources.</li> <li>5. Purchase supplement software and online technology programs to support interventions.</li> </ol>	Principal	3/30/2020	Title I	37,720		
2 Title I	Student Performance will increase through higher understanding of the Data Analysis and PLC Process and will be evidenced via agenda review and classroom implementation.	<ol style="list-style-type: none"> <li>1. Utilize Data analyst to support teacher action planning, test coordination, student program placement etc.</li> <li>2. Utilize MAP data to tailor instructional plans.</li> </ol>	Principal	3/30/2020	Title I	64,919		
3 Title I	Provide quality professional development and instructional and campus, planning for teachers and staff including Small Group Guided Reading and Math, Benchmark Assessment Calendars, Teacher Advisors, PLC practices etc...	<ol style="list-style-type: none"> <li>1. PD and planning for vertical teams</li> <li>2. PD and planning for grade level teams</li> <li>3. PLC planning</li> <li>4. PD and planning for leadership team</li> <li>5. Planning days for W.M. Green Planning Team</li> </ol>	Principal	3/31/2020	Title I	10,611		
4 Title I	Provide additional small group interventions for struggling students with a focus on African American students in mathematics and LEP students who are not showing progress. This support will increase our student achievement levels in Domain 1 and 3.	<ol style="list-style-type: none"> <li>1. PD and Planning for before and afterschool tutoring</li> <li>2. Before, during and afterschool tutoring</li> </ol>	Instructional Leadership	11/28/2019	Title I	20,000		
5 SPED	Provide support materials, supplies and planning sessions for students qualifying for special education services.	<ol style="list-style-type: none"> <li>1. Inventory special education and general ed classes for needs.</li> <li>2. Order supplies</li> <li>3. schedule dates and times for planning sessions.</li> </ol>	Instructional Leadership	10/1/2019	Special Education	6,723		
6 Title I	Purchase instructional materials, supplies, and the use of new software and technology to support classroom instruction, interventions, acceleration and student engagement.	<ol style="list-style-type: none"> <li>1., Purchase headphones with microphones to support district assessments ( MAPs Fluency) etc.</li> <li>2. Purchase assessment software to allow teacher to create expected district made test..</li> </ol>	Principal	10/11/2019	Local (Basic Allotment)	10,913		

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