

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

**Campus Name:** 148 - Nash ES, Charles L

**Principal:** Galindo, Blanca

**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: 95.9

Special Education: 6.2

Dual Language/ESL: 31.2

Gifted and Talented: 9.1

Career and Technology: 0

Percentage of at-risk students: 68.8

Percentage of English Language (EL) students: 27.9

Percentage of economically disadvantage students: 80.8

### 2019-2020 Campus Site-Based Committee

Name	Role
Blanca Galindo	Principal
Christine Kelley	Campus Non-Teacher Professional
Mornee Brown	District Employee Relations Council Representative
Barbara Sutton	District Level Staff
Olga Velasco	Teacher
Rachel Lewis	Teacher
Jeannie Sisk	Teacher
Raquel Wilson	Teacher
Luz Rojas	Parent
Teresa Salinas	Parent
Monique Purson	Parent
Guy Ingram	Community Representative
Ricky Cotto	Community Representative
Lisa Gruch-Emerit	Business Representative
Robin Whitehead	Additional Representative Appointment

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Nash ES, Charles L. 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> 72	86 - Met Standard
Domain 2: <b>School Progress</b> 89	
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: 0

Top 25 Percent: Comparative Academic Growth: 1

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

No 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.	
<b>Demographics</b>	1. PK – 5th Grade Campus with a 95% attendance rate	1. A few students are habitually absent due to illness, family issues and/or transportation difficulties.	1. Provide teachers with specific instructional strategies to assist them in preparing and delivering differentiated and rigorous Tier 1 instruction and provide targeted small group interventions by implementing proven instructional practices to create the Nash Way.	
	2. 68% Hispanic; 25% African American; 1% Caucasian; 3% Other; 2 or more races 3%; 85% ED; 23% ELL; 48% At-Risk; 11% GT; 6% SPED	2. On a daily basis, a number of students require the assistance from the counselor due to emotional or physiological needs.		2. The school counselor will continue to strengthen our social emotional learning initiatives by working with individual students in need of self-regulation, providing resources for students' physiological needs and training staff members.
	3. An increased number of students are practicing self-regulation, mindfulness and growth mind-set learned at school.	3.	3. Continue to development strategies to engage our parents as partners in their child's education	
<b>Student Achievement</b>	1. 2019 STAAR Data: 5th grade Reading 85% passing with 47% at the meets level and 21% at the masters level ; 5th grade Math 79% passing with 50% at the meets level and 15% at masters level	1. 2019 STAAR Data: overall reading 66% passing with 34% at the meets level and 17% at the masters level; math 62% passing with 33% at the meets level and 13% at masters level		4.
	2. Steady growth of Lexile levels across students groups	2. Limited number of students scoring at the masters level because of inconsistent rigorous instruction, lesson alignment, and intentional monitoring and lack of content knowledge and curriculum development		5.
	3. 94% of first grade students grew one to two year in reading	3. ELL, Rtl, 504 and Special Education students have the lowest reading levels		
<b>School Culture and Climate</b>	1. High parental involvement, support and volunteers along with community members	1. Parents unsure how to help their children achieve at a rigorous level		
	2. Wellness and team-building activities at staff meetings, on waiver days and every Wednesday	2. Opportunities for teachers to collaborate and support one another with instruction and Social Emotional Learning (SEL).		
	3. First ten minutes of the school day are dedicated to SEL in every classroom	3.		
<b>Staff Quality/ Professional Development</b>	1. Targeted professional development	1. Professional learning to increase academic rigor and lesson alignment		
	2. Teachers have diverse backgrounds and various years of teaching experiences	2. 43% of teachers have three years or less of teaching experience and/or are new to their grade level or subject area		
	3. Vertical PLCs (3rd-5th grades)	3. Lack of vertical alignment PLCs (Pre K-5th Grades) for consistent instructional practices (writing, problem solving, lesson alignment)		
<b>Curriculum, Instruction, and Assessment</b>	1. Achieve 3000 implemented in 2nd - 5th grades	1. Instructional alignment is not utilized in every classroom		
	2. Rtl process has led to early interventions	2. Inconsistent instructional planning and lesson delivery (deeper content knowledge, differentiated lesson, language development/acquisition and rigor)		
	3.	3. Current technology is mainly for assessment of learning and basic skills and with limited use for enrichment, high instructional engagement and formative assessments		

<b>Family and Community Involvement</b>	1.	Active participation from community volunteers, parents and school leaders during school hours	1.	Evening events are not well attended
	2.	Instant school communication with parents through ClassDojo	2.	Inconsistently use ParentLink for texts and phone calls and to market the school's brand
	3.	Active PTA board and members	3.	
<b>School Context and Organization</b>	1.	Dedicated and collaborative staff that ensures every student progresses academically	1.	Small staff must take on multiple responsibilities leading to work fatigue
	2.	Staff provides input in the decision making process of the campus	2.	Teachers unable to collaborate with others who teach the same grade level and subject due to only two teachers per grade level
	3.	FWAS Program offers engaging STEAM activities	3.	

# Academic Excellence Goals

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

Campus Name: 148 - Nash ES, Charles L

Principal: Galindo, Blanca

Executive Director: Shawn Buchanan

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.	47.06	20.59	11.76	43%	
	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	To provide students with Tier 1 instruction	Teachers will plan and prepare quality instruction utilizing best instructional practice by implementing the Nash Playbook, district curriculum and professional development.	Teacher(s)	5/28/2020	Other			
2 Title I	To provide students with interventions based on individual students' academic needs	Students will receive small group reading instruction, enrichment and/or interventions during school, after school and in the summer based on their progress monitoring reading data.	Teacher(s)	5/22/2020	Title I	1,500		
3 Title I	To purchase needed resources	Principal will purchase essential supplies and resources for Tier 1 instruction, differentiation and enrichment for student mastery and to measure student growth.	Principal	2/28/2020	Local (Basic Allotment)	12,765		
4 Title I	To ensure the professional growth of teachers	Teachers will attend differentiated professional learning and receive in the moment coaching based on their professional areas of need	Instructional Leadership	4/30/2020	Title I	3,500		
5 Title I	To ensure student growth	Teachers will participate in PLCs to refine their professional craft, study student work, provide each other feedback and study data for instructional decisions.	Teacher(s)	5/22/2020	Title I	3,500		
6 SPED	To ensure special education growth	Special education students will receive differentiated instruction and resources needed for reading growth	Teacher(s)	5/28/2020	Special Education	995		
7 LEP	To ensure LEP growth	Teachers will implement the Seven Steps to a Language Rich Interactive Classroom.	Teacher(s)	11/27/2020	Bilingual	307		
8 Title I	To ensure the effectiveness of instructional practices and systems	Administrators will monitor instructional practices and systems to determine their effectiveness with student growth and achievement. Changes to the practices and/or systems will be based on the findings.	Instructional Leadership	6/2/2020	SCE	1,794		
9 Title I	To ensure the implementation of effective instructional practices	Administrators will participate in professional learning to increase their knowledge, implementation, and delivery of best instructional practices, school climate, student engagement, effective school systems, student emotional learning and leadership skills.	Instructional Leadership	6/10/2020	Title I	2,500		

10	Title I	To increase the use of instructional technology for student engagement and mastery	Students will use technology to increase instructional engagement and mastery provided by the computer lab teacher assistant and the classroom teacher.	Other	5/30/2020	Title I	12,000		
11				Other					
12									
13									
14									
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: 148 - Nash ES, Charles L

Principal: Galindo, Blanca

Executive Director: Shawn Buchanan

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	33%	50%	EOY
	Percent of students in Grades 4 and 5 math will score on or above grade level, as measured by the STAAR on level standard for math, will increase from 2	33%	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	To provide students with Tier 1 instruction	Teachers will plan and prepare quality instruction utilizing best instructional practice by implementing the Nash Playbook, district curriculum and professional development.	Teacher(s)	5/28/2020				
2 Title I	To provide students with interventions and enrichment based on individual students' academic needs	Students will receive small group math instruction, enrichment and/or interventions during school, after school and in the summer based on their progress monitoring math data.	Teacher(s)	5/28/2020	Title I	1,500		
3 Title I	To ensure a consistent school wide problem solving method	Teachers will implement a vertical school-wide math problem solving method to use consistently from Kinder - 5th grade.	Teacher(s)	5/28/2020				
4 Title I	To ensure student growth	Teachers will participate in PLCs to refine their professional craft, study student work, provide each other feedback and study data for instructional decisions.	Teacher(s)	5/8/2020	Title I	1,500		
5 Title I	To purchase needed resources	Principal will purchase essential supplies and resources for Tier 1 instruction, differentiation and enrichment for student mastery and to measure student growth.	Principal	2/28/2020	Title I	5,500		
6 Title I	To ensure teacher professional growth	Educational consultant will deepen teachers' conceptual learning and understanding how to deliver instruction while providing data reports for student interventions, instructional decisions and data tracking (classroom and schoolwide).	Instructional Leadership	5/8/2020	Title I	9,000		
7 Title I	To ensure teacher professional growth	Teachers will attend differentiated professional learning and receive in the moment coaching based on their professional areas of need	Instructional Leadership	5/8/2020	Title I	3,000		
8 Title I	To ensure the effectiveness of instructional practices and systems	Administrators will monitor instructional practices and systems to determine their effectiveness with student growth and achievement. Changes to the practices and/or systems will be based on the findings.	Instructional Leadership	6/5/2020	SCE	1,793		
9 Title I	To ensure the implementation of effective instructional practices	Administrators will participate in professional learning to increase their knowledge, implementation, and delivery of best instructional practices, school climate, student engagement, effective school systems, student emotional learning and leadership skills.	Instructional Leadership	6/10/2020	Title I	2,500		

10	Title I	To increase the use of instructional technology for student engagement and mastery	Students will use technology to increase instructional engagement and mastery provided by the computer lab teacher assistant and the classroom teacher.	Other	5/30/2020	Title I	12,000		
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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:

# Learning Environment Goals

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

Campus Name: 148 - Nash ES, Charles L

Principal: Galindo, Blanca

Executive Director: Shawn Buchanan

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	1	2	February 6, 2020
	PBIS - The number of 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease for target student groups from	6	4	EOY
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	100%	100%	EOY

### 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	To ensure parent school partnerships	The school will host two family events to engage parents with inform in how to assist their students academically and emotionally.	Instructional Leadership	2/6/2020				
2 Title I	To ensure that students have a sense of belonging	Teachers will start each day with a social emotional learning (SEL) activity.	Teacher(s)	5/28/2020				
3 Title I	To ensure resilient students	The school counselor will continue to strengthen our social emotional learning initiatives by working with individual students in need of self-regulation, providing resources for students' physiological needs and training staff members.	Other		Title I	1,000		
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10								
11								
12								
13								
14								
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:

