

# **Fort Worth Independent School District**

## **134 Greenbriar Elementary School**

### **2023-2024 Improvement Plan**

**Accountability Rating: B**



# Mission Statement

To provide an equitable and supportive environment, to collaborate with our school community, and to create and deliver innovative, individualized instruction.

## Vision

All mustangs feel supported, respected, and loved individually as they continually learn and grow.

## Value Statement

We believe students should feel safe and secure in all areas of the school.

We believe students feel safe when their environment is predictable and inviting.

We believe all kids learn in different ways and we must meet their unique needs.

We believe students need a supportive environment where they are encouraged to take risks and try new things.

We believe in the power of reading for enjoyment and the importance of developing a love of reading in students.

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# Comprehensive Needs Assessment

Revised/Approved: April 6, 2023

## Demographics

### Demographics Summary

Greenbriar Elementary was established in 1955. It is a PK-5th grade neighborhood school located in South Fort Worth, Texas. Most students live close to the school, but very few students walk. There are 2 buses which bring students to and from a small neighborhood across I-35. In the past 4 years enrollment has declined slightly due to the increase of Charter schools within a square mile of the campus. The current enrollment is 428 students which is comprised of 82% Hispanic, 11% African American, 5 % White, < 1% Asian, and 2 % Other. The student groups include 49% English Language Learners, 7% Gifted and Talented, 12% Special Education, 3% Homeless, 0% Migrant, 94% Economically Disadvantaged and 76% At-Risk. The mobility rate for students is 15%. The majority of our students move to other schools within the district, out of the country to Mexico, and to and from Charter schools in the area.

The attendance rate is currently 93.96%

Greenbriar has had a low turnover rate for teachers within the past 8 years and it is steadily decreasing. Teachers are highly qualified and trained in Restorative Practices, which is a priority focus of the campus.

The attendance zone for Greenbriar includes multiple neighborhoods with single family homes and 2 apartment complexes. There is also a neighborhood recreation center available to the families in the area. The rezoning of pyramids for the 23-24 school year will cause Greenbriar to gain over 100 students from Westcreek Elementary in the final phase of the rezoning.

Due to a focus on Restorative Practices and the help of our Intervention Specialist, discipline incidents documented in Branching Minds have stayed steady from last year to this year (123) and only 12 students have Incidents entered into Focus (30 total incidents).

### Demographics Strengths

#### Strengths

- Students of all ethnicities and races are represented, including a small population of students from various countries and language groups.
- The location and proximity to South Hills High School allows for collaboration within the pyramid.
- This is a neighborhood school where several generations of parents and grandparents also attended Greenbriar.
- Greenbriar has a racially diverse staff with 46% Hispanic, 19% African American, 32% Caucasian, and 3% Other.
- The Intervention Specialist assists teachers in addressing student concerns for attendance and conducts home visits regularly.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** As of 3/30/23, 31 students (7%) are chronically absent and 11 (35%) of those students are Pre-K. **Root Cause:** Need more parent education on attendance requirements/procedures and the importance of Pre-K.

**Problem Statement 2 (Prioritized):** Behavioral incidents documented in Branching Minds increased (From 115 to 123) and 5 student incidents were severe enough to warrant OSS for a total of 9 days. **Root Cause:** Students continue to need explicit instruction of social emotional regulation skills and assistance with outside resources for mental health.

# Student Learning

## Student Learning Summary

Here is a reminder of the 2022-2023 STAAR All Students Scores for perspective. An explanation of significant findings is included below.

2021 STAAR ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Math	48	52	15	0
4th Math	63	37	20	0
5th Math	28	72	31	7
3rd Reading	46	54	19	0
4th Reading	43	57	20	5
5th Reading	30	70	44	15
5th Science	54	46	18	5

## READING

Looking deeper, two years of STAAR READING MEETS scores are as follows:

STAAR READING - MEETS		
	2022	2023
3rd Grade	25	19
4th Grade	33	20
5th Grade	52	44

An analysis of scores for each student group at each grade level in READING revealed the following:

- The Special Education (SpEd) scores show the greatest variance of all student groups. 11% of 3rd grade SpEd scored Approaches as compared with 64% of non-SpEd scored Approaches; 20% of 5th grade SpEd scored approaches as compared to 74% of non-SpEd students. Data for 4th was inconclusive due to the required number of SpEd students tested.

- In 5th grade, Hispanic students (69%) are above to the campus average (59%). A comparison of 3rd and 4th grade Hispanic students to African American (AA) students is inconclusive due to the number of AA students in each grade. Hispanic scores in 5th grade (69%) are slightly higher than African American students (67%). Data in the Meets category is similar to the information for Approaches due to the number of AA students. 5th grade Hispanics (46%) underperformed compared to AA students (50%) at the Meets level.
- Economically Disadvantaged (ECD) scores are significantly higher than non-ECD scores due to a small percentage of non-ECD students.
- All three grade levels combined, 60% of At-Risk (AR) students scored Approaches. There was inconclusive data for non-AR due to the required number of students tested.
- English Learner (EL) scores (59%) are about the same overall as compared to the campus average (61%). 59% of EL students overall scored Approaches as compared with 62% of the non-EL students scoring Approaches.
- 45% of Gifted/Talented students testing in English scored Masters in 5th grade. 11% scored Masters in 4th grade and 0% scored masters in 3rd. Data for Spanish testers was inconclusive due to lack of the required number of students tested.

## MATH

Looking deeper, two years of STAAR MATH MEETS scores are as follows:

STAAR MATH - MEETS		
	2022	2023
3rd Grade	15	22
4th Grade	22	20
5th Grade	30	31

An analysis of scores for each student group at each grade level in MATH revealed the following:

- The largest gap between student groups is between the African American scores (15%) White scores (40%) of overall students. In 5th grade 33% Hispanic students and 17% African American students scored Meets. In 4th grade, 22% Hispanic and 21% African American students scored Meets. African American students in 3rd and 4th were underrepresented to conclusively compare the student groups.
- The Special Education (SpEd) scores show the greatest variance of all student groups. 40% of 5th grade SpEd scored Approaches as compared with 72% of non-SpEd. In 4th grade, the number of SpEd students tested was not enough to determine data, however, 39% non-SpEd scored Approaches. In 3rd grade, 22% of SpEd and 55% non-SpEd scored Approaches.
- Economically Disadvantaged (ECD) students in 3rd grade (46%) had a higher discrepancy than 5th grade (68%) at the Approaches level, where 4th grade ECD students scored at 35%..
- At-Risk (AR) scores in grades 4 and 5 were lower than non-AR students. However, 3rd grade AR students (56%) out performed non-AR students (31%). AR students in 5th grade show a slightly greater discrepancy with 60% AR at Meets vs. 91% non-AR. AR students (31%) of 4th grade were outperformed by AR students (60%).

- Non-English Learner (EL) students outperformed EL students. Scores for EL students are closer in range at 3rd and 5th as compared to non-EL students. EL students in 4th grade (46%) outperformed non-EL students (23%). There was a slight difference in the 3rd grade EL students (36%) vs. non-EL (53%) at the Approaches level.
- 83% of Gifted/Talented (GT) students scored Approaches in all 3 grade levels. 67% GT students scored Meets and 17% scored Masters in all 3 grade levels.

## SCIENCE

Looking deeper, two years of STAAR SCIENCE MEETS scores are as follows:

STAAR SCIENCE - MEETS		
	2022	2023
5th Grade	22	18

An analysis of scores for each student group at each grade level in SCIENCE revealed the following:

- Decrease for all ethnicities except the African American students
- ECD – 17%, decrease
- Migrant – no migrant students
- LEP – 18%, decrease
- SpEd – 17%, decrease
- Gifted/Talented – 55%, decrease
- At-Risk – 12%, decrease

## EOY MAP Data: Spring 2023

ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Math	55	21	13	11
4th Math	56	26	13	5
5th Math	29	40	23	8



ALL STUDENTS	DID NOT MEET Grade Level Performance	APPROACHES Grade Level Performance	MEETS Grade Level Performance	MASTERS Grade Level Performance
3rd Reading	46	30	16	7
4th Reading	41	31	20	8
5th Reading	31	34	19	16

The Projected Proficiency Summary Report based on Spring 2023 MAP Growth Data shows a correlation between MAP scores and projected STAAR success. The 2023 overall scores for 3rd-5th Grade STAAR would have likely been 57% Reading and 57% Math at the approaches level.

### Student Learning Strengths

#### Strengths

- According to Lexia Core 5 data, 72% of students began the year reading/working below grade level and in April only 33% of students were still reading below grade level.
- According to STAAR 22-23 data, while many student groups decreased achievement from the previous year, 3rd-5th **African American** student **Reading** scores at the APPROACHES level increased from 47% to 62% and the scores at the MEETS level increased from 29% to 31%.
- According to STAAR 22-23 data, 5th **African American** student **Science** scores at the APPROACHES level increased from 23% to 50% and the scores at the MEETS level increased from 8% to 17%.
- According to MAP EOY Math data from 2022/2023, All grade levels exceeded the projected growth with 2nd and 5th grade scoring above the 82nd percentile as compared to others schools in the nation.
- According to MAP EOY Reading data from 2022-2023, 4th and 5th grade students exceeded the projected growth level and were at the 89th percentile and 96th percentile for growth compared to other schools in the nation.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** According to Lexia Core 5 data, 72% of students began the year reading/working below grade level and in April 33% of students were still reading below grade level. **Root Cause:** Students who are still struggling with reading skills beyond 1st grade need intervention and accelerated instruction.

**Problem Statement 2 (Prioritized):** Students who need Dyslexia and SPED services are waiting an average of 1-2 years before evaluations are completed and services begin. **Root Cause:** Despite the efforts of the Student Support Team and the streamlined MTSS process, the waiting list for evaluations grows. There is a need for systems of support and services to be provided while waiting for official evaluations.

**Problem Statement 3:** The 22-23 MOY MAP Reading Test (English) indicates that 52% of our 1st grade students scored in the bottom 20th percentile as compared to 1st graders across the nation.

**Problem Statement 4:** Out of the 28 African American students (K-5), 14 (50%) scored in the bottom 25%tile on 22/23 MOY MAP Reading and Math.

**Problem Statement 5 (Prioritized):** Based on Spring 2023 MAP growth data, 48% of 2nd-4th graders were still projected to score below Approaches on STAAR MATH. **Root Cause:** Students continue to need the continuity of high quality, standards-based math instruction which is individualized for maximum growth.

# School Processes & Programs

## School Processes & Programs Summary

Leadership at Greenbriar strives to recruit, hire, retain and place highly qualified teachers in specific grade levels and subject areas based on individual strengths. Hiring processes include a committee of teachers and leaders to help determine potential effectiveness and alignment to school priorities.

Greenbriar began the process of becoming a Restorative Practices school in 2017 and the school has grown in this area every year. The implementation went from one grade level to school-wide within 2 years. Following a refresher training in 20-21, teachers reflected on their comfort level in regards to implementation of all components of Restorative Practices. The campus began working toward earning a distinction for Restorative Practices using a rubric designed by TEA to measure a campus' skill level in implementation of RP. At the middle of the year, we had earned a rating of "Skillful". By the end of the 2022-2023 school year, Greenbriar was one of only 2 schools in the state of Texas to earn the rating of EXPERIENCED in Restorative Practices.

Greenbriar is a 1-way Dual Language Campus which serves Dual Language students in English and Spanish making up 46% of our student population. We are in the process of applying to become a 2-way Dual Language Campus where all students from the South Hills Pyramid and south-east side of FWISD could apply to participate in Dual Language instruction.

## School Processes & Programs Strengths

### Strengths

- Campus earned "Experienced" Rating in Restorative Practices from TEA.
- 100% of teachers have created Respect Agreements as a class and they are posted and utilized.
- X STREAM Mondays program provides opportunities for our students to participate in engaging and motivating STEAM activities each week.
- Junior Librarians program has encouraged Lexia usage and completion.
- Voluntary Summer School Attendance is high- 25% of our student population.
- 93% of students met their Lexia program usage for the 22-23 school year.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** In the coming school year, we will add new staff members and 100+ students from another campus who will not be familiar with Restorative Practices. **Root Cause:** Need for renewed professional development and a clear focus on classroom community building and school culture.

**Problem Statement 2 (Prioritized):** Students who need Dyslexia and SPED services are waiting an average of 1-2 years before evaluations are completed and services begin. **Root Cause:** Despite the efforts of the Student Support Team and the streamlined MTSS process, the waiting list for evaluations grows. There is a need for systems of support and services to be provided while waiting for official evaluations.

# Perceptions

## Perceptions Summary

### Parent Involvement:

Communication between the school and the parents is a high priority at Greenbriar. Parent involvement continues to be an area of growth as many of the parents in the community have 1-2 jobs and limited time to interact with the school. In 2021, Greenbriar began a new tradition of holding Parent/Teacher conferences via Zoom for ALL students at least 3 times a year (Beginning, Middle, and End). All parents are expected to participate in these conferences in order to form a strong partnership for the benefit of the students. The Mustang Minutes Weekly Parent Newsletter was established to keep parents updated with information and engage them with events on campus. Multiple forms of communication have been consistently utilized including Class Dojo, Facebook, Instagram, Twitter, Blackboard Email, phone call-outs, text reminders, home visits, and physical paper copies sent home with students.

In 22-23 a new PTO was established and began some new school traditions and events such as: Hispanic Heritage Fall Festival, Family Fun Nights, Spring Carnival etc...

### School Culture:

Currently, the FWAS Program provides after school care and extra-curricular activities 4 days a week for students in grades 3-5 (also 2nd grade siblings). However, according to the parent survey, the majority of parents would like more extra-curricular activities and fine arts performances. Restorative Practices and social emotional learning are also big parts of the school culture at Greenbriar. Students and staff are encouraged to have empathy for others, give grace to one another, and have a growth mindset with the idea that every mistake or failure is an opportunity for learning.

The campus began the process of starting after school enrichment clubs for students to encourage attendance, good citizenship in class, and foster relationships among students and other staff members across the campus. Greenbriar currently has student enrichment programs including, Student Council, Junior Librarians, Safety Patrol, Diamond Painting, Good News Club, Running Club, and Pearls with Purpose Girls Leadership Group.

## Perceptions Strengths

### Strengths

- FWISD personnel, community members, etc... frequently compliment Greenbriar on the friendly and welcoming culture and atmosphere.
- Teachers from other schools request to come back to work at Greenbriar for programs such as Saturday Learning Quest.
- The Intervention Specialist works closely with at-risk students and leads the Student Support Team and increases parent involvement through consistent use of phone calls and home visits.
- Opportunities for student enrichment expand every year.
- Although the PTO is still in early stages, we have more parental participation each year.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** In 22-23, only 78% of parents participated in the MOY Family Conferences and only 58% of students have an active Parent Portal account.

**Root Cause:** Need to increase parent awareness and participation through events which combine popular activities with academics.

**Problem Statement 2 (Prioritized):** 22-23 Staff feedback from professional development reflections indicate that the majority of teachers are excited about the new technology available to them, but do not feel prepared to use it fully. **Root Cause:** Receipt of new BQBoards in February left little time for in-depth training and the gap between the macbook training and waiting for their arrival is still growing.

**Problem Statement 3 (Prioritized):** Students who need Dyslexia and SPED services are waiting an average of 1-2 years before evaluations are completed and services begin. **Root Cause:** Despite the efforts of the Student Support Team and the streamlined MTSS process, the waiting list for evaluations grows. There is a need for systems of support and services to be provided while waiting for official evaluations.

# Priority Problem Statements

**Problem Statement 1:** As of 3/30/23, 31 students (7%) are chronically absent and 11 (35%) of those students are Pre-K.

**Root Cause 1:** Need more parent education on attendance requirements/procedures and the importance of Pre-K.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** According to Lexia Core 5 data, 72% of students began the year reading/working below grade level and in April 33% of students were still reading below grade level.

**Root Cause 2:** Students who are still struggling with reading skills beyond 1st grade need intervention and accelerated instruction.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** In 22-23, only 78% of parents participated in the MOY Family Conferences and only 58% of students have an active Parent Portal account.

**Root Cause 3:** Need to increase parent awareness and participation through events which combine popular activities with academics.

**Problem Statement 3 Areas:** Perceptions

**Problem Statement 4:** Students who need Dyslexia and SPED services are waiting an average of 1-2 years before evaluations are completed and services begin.

**Root Cause 4:** Despite the efforts of the Student Support Team and the streamlined MTSS process, the waiting list for evaluations grows. There is a need for systems of support and services to be provided while waiting for official evaluations.

**Problem Statement 4 Areas:** Student Learning - School Processes & Programs - Perceptions

**Problem Statement 5:** Behavioral incidents documented in Branching Minds increased (From 115 to 123) and 5 student incidents were severe enough to warrant OSS for a total of 9 days.

**Root Cause 5:** Students continue to need explicit instruction of social emotional regulation skills and assistance with outside resources for mental health.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** In the coming school year, we will add new staff members and 100+ students from another campus who will not be familiar with Restorative Practices.

**Root Cause 6:** Need for renewed professional development and a clear focus on classroom community building and school culture.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** 22-23 Staff feedback from professional development reflections indicate that the majority of teachers are excited about the new technology available to them, but do not feel prepared to use it fully.

**Root Cause 7:** Receipt of new BQBoards in February left little time for in-depth training and the gap between the macbook training and waiting for their arrival is still growing.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** Based on Spring 2023 MAP growth data, 48% of 2nd-4th graders were still projected to score below Approaches on STAAR MATH.

**Root Cause 8:** Students continue to need the continuity of high quality, standards-based math instruction which is individualized for maximum growth.

**Problem Statement 8 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

## Employee Data

134 Greenbriar Elementary School  
Generated by Plan4Learning.com



- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- Equity data
- T-TESS data
- T-PESS data

**Parent/Community Data**

- Parent engagement rate

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# District Goals

Revised/Approved: June 6, 2023

**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**School Performance Objective 1:** \*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 63% to 70% and English from 88% to 90% by May 2024.

**Evaluation Data Sources:** Circle Data

**Strategy 1:** Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

**Strategy's Expected Result/Impact:** PK students will score on On track on Circle Phonological Awareness.

**Staff Responsible for Monitoring:** Principal, AP, Instructional Coach

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Ensure implementation and fidelity to the PK Creative Curriculum through PLCs, professional development opportunities, Coaching and Feedback. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coach, Early Learning Coach <b>Date(s) / Timeframe:</b> August-May <b>Collaborating Departments:</b> Early Learning Dept. <b>Delivery Method:</b> PLC, Faculty Meetings				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

### School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> As of 3/30/23, 31 students (7%) are chronically absent and 11 (35%) of those students are Pre-K. <b>Root Cause:</b> Need more parent education on attendance requirements/procedures and the importance of Pre-K.
Student Learning
<b>Problem Statement 1:</b> According to Lexia Core 5 data, 72% of students began the year reading/working below grade level and in April 33% of students were still reading below grade level. <b>Root Cause:</b> Students who are still struggling with reading skills beyond 1st grade need intervention and accelerated instruction.

**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**School Performance Objective 2:** \*Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators (phonological awareness) in English from 62% to 70% by May 2024.

**Evaluation Data Sources:** MAP Fluency Reports (Phonological Awareness)

**Strategy 1:** Align and leverage programs, resources, and systems of support for individualized student growth.

**Strategy's Expected Result/Impact:** Increased number of students in grade K-3 who meet or exceed MAP fluency indicators.

**Staff Responsible for Monitoring:** Principal, AP, Data Analyst

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure implementation and fidelity using the Lexia Resource through PLCs, professional development opportunities, Coaching and Feedback. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Principal, Data Analyst, Instructional Coach, Lexia Coach <b>Date(s) / Timeframe:</b> August-May <b>Collaborating Departments:</b> Literacy Dept. <b>Delivery Method:</b> PLCs, Faculty Meetings, Classroom visits	Formative			Summative
	Nov	Jan	Mar	June
Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Implement reading intervention for At Risk students through partnership with Reading Partners <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Reading Partners	Formative			Summative
	Nov	Jan	Mar	June

<b>Date(s) / Timeframe:</b> September- April <b>Collaborating Departments:</b> None <b>Delivery Method:</b> 1:1 Student/Tutor					
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>					

School Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> According to Lexia Core 5 data, 72% of students began the year reading/working below grade level and in April 33% of students were still reading below grade level. <b>Root Cause:</b> Students who are still struggling with reading skills beyond 1st grade need intervention and accelerated instruction.

**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

**School Performance Objective 3:** \*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 53% to 65% by May 2024.

**Evaluation Data Sources:** MAP Growth Reading

**Strategy 1:** Improve the quality and alignment of Tier 1 instruction for all students through the use of the Amplify Unit and Lesson Internalization process and the FWISD Instructional Framework process to ensure explicit monitoring, adjustment of instruction, check for understanding, and rigorous instruction is occurring daily.

**Strategy's Expected Result/Impact:** Increase number of K-5th grade students who meet or exceed their projected growth goal on MAP Reading

**Staff Responsible for Monitoring:** Principal, AP, Instructional Coach

**Title I:**

2.5, 2.6





**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Utilize Lead4ward resources to identify gaps/alignment between Texas State Standards and the Amplify curriculum to plan for Data Driven Instruction. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coach <b>Date(s) / Timeframe:</b> August-May <b>Collaborating Departments:</b> Literacy Dept. <b>Delivery Method:</b> PLC, Faculty Meeting		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**School Performance Objective 3 Problem Statements:**

## Student Learning

**Problem Statement 1:** According to Lexia Core 5 data, 72% of students began the year reading/working below grade level and in April 33% of students were still reading below grade level. **Root Cause:** Students who are still struggling with reading skills beyond 1st grade need intervention and accelerated instruction.

**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 1:** Increase the percentage of Pre-K African American students who score ON Track in Circle Math from 91% to 95% by May 2024.

**Evaluation Data Sources:** Circle Math

**Strategy 1:** Improve quality Tier 1 instruction by building teacher capacity in the area of math through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

**Strategy's Expected Result/Impact:** Increase the percentage of PK students who score On Track on Circle Math

**Staff Responsible for Monitoring:** Principal, AP, Instructional Coach, Early Learning Coach

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Demographics 1 - Student Learning 1

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure implementation and fidelity to the PK Creative Curriculum through PLCs, professional development opportunities, Coaching and Feedback. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Instructional Coach, Early Learning Coach <b>Date(s) / Timeframe:</b> August-May <b>Collaborating Departments:</b> Early Learning Dept. <b>Delivery Method:</b> PLC, classroom visits	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**School Performance Objective 1 Problem Statements:**



<b>Demographics</b>
<b>Problem Statement 1:</b> As of 3/30/23, 31 students (7%) are chronically absent and 11 (35%) of those students are Pre-K. <b>Root Cause:</b> Need more parent education on attendance requirements/procedures and the importance of Pre-K.
<b>Student Learning</b>
<b>Problem Statement 1:</b> According to Lexia Core 5 data, 72% of students began the year reading/working below grade level and in April 33% of students were still reading below grade level. <b>Root Cause:</b> Students who are still struggling with reading skills beyond 1st grade need intervention and accelerated instruction.

**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**School Performance Objective 2:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math from 60% to 65% by May 2024.

**Evaluation Data Sources:** MAP Growth

**Strategy 1:** Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math

**Staff Responsible for Monitoring:** Principal, AP, Instructional Coach, Math Coach

- Title I:**  
2.4, 2.5, 2.6
- TEA Priorities:**  
Build a foundation of reading and math
- ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1, 5

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Utilize Lead4ward Resources to identify gaps/alignment between the Texas State Standards and the Eureka curriculum to plan for Data Driven Instruction. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coach, Math Coach <b>Date(s) / Timeframe:</b> August-May <b>Collaborating Departments:</b> Math Dept. <b>Delivery Method:</b> PLCs and classroom visits		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

**Strategy 2:** Align and leverage programs, resources, and systems of support for individualized student growth.

**Strategy's Expected Result/Impact:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth Math

**Staff Responsible for Monitoring:** Principal, AP, Instructional Coach, Dreambox Representative

**Title I:**  
 2.4, 2.5, 2.6  
**- TEA Priorities:**  
 Build a foundation of reading and math  
**- ESF Levers:**  
 Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  
**Problem Statements:** Student Learning 2, 5 - School Processes & Programs 2 - Perceptions 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Ensure implementation and fidelity using the Dreambox Resource through PLCs, professional development opportunities, Coaching and Feedback. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coach, Dreambox Coach <b>Date(s) / Timeframe:</b> August-May <b>Collaborating Departments:</b> Dreambox Company and Math Dept. <b>Delivery Method:</b> PLCs and Classroom visits	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

School Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> According to Lexia Core 5 data, 72% of students began the year reading/working below grade level and in April 33% of students were still reading below grade level. <b>Root Cause:</b> Students who are still struggling with reading skills beyond 1st grade need intervention and accelerated instruction.
<b>Problem Statement 2:</b> Students who need Dyslexia and SPED services are waiting an average of 1-2 years before evaluations are completed and services begin. <b>Root Cause:</b> Despite the efforts of the Student Support Team and the streamlined MTSS process, the waiting list for evaluations grows. There is a need for systems of support and services to be provided while waiting for official evaluations.
<b>Problem Statement 5:</b> Based on Spring 2023 MAP growth data, 48% of 2nd-4th graders were still projected to score below Approaches on STAAR MATH. <b>Root Cause:</b> Students continue to need the continuity of high quality, standards-based math instruction which is individualized for maximum growth.
School Processes & Programs
<b>Problem Statement 2:</b> Students who need Dyslexia and SPED services are waiting an average of 1-2 years before evaluations are completed and services begin. <b>Root Cause:</b> Despite the efforts of the Student Support Team and the streamlined MTSS process, the waiting list for evaluations grows. There is a need for systems of support and services to be provided while waiting for official evaluations.

### Perceptions

**Problem Statement 3:** Students who need Dyslexia and SPED services are waiting an average of 1-2 years before evaluations are completed and services begin. **Root Cause:** Despite the efforts of the Student Support Team and the streamlined MTSS process, the waiting list for evaluations grows. There is a need for systems of support and services to be provided while waiting for official evaluations.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 28% to 35% by May 2024.

**Evaluation Data Sources:** STAAR





**Strategy 1:** Improve quality Tier 1 instruction by building teacher capacity in the area of literacy through data analysis, instructional planning and explicit lesson delivery and increase access to diverse instructional materials and resources.

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading

**Staff Responsible for Monitoring:** Principal, AP, Data Analyst, Instructional Coach

**Title I:**  
2.4, 2.5, 2.6  
**- TEA Priorities:**  
Build a foundation of reading and math  
**- ESF Levers:**  
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction  
**Problem Statements:** Student Learning 1 - Perceptions 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Provide professional development to enhance technology usage and Tier 1 instruction (including, but not limited to, Canvas, BenQBoards, Macbook, and Outlook ) <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Librarian, Data Analyst, Instructional Technology Coach <b>Date(s) / Timeframe:</b> August-May <b>Collaborating Departments:</b> Ed Tech Dept. <b>Delivery Method:</b> PLCs, faculty meetings		Formative			Summative
		Nov	Jan	Mar	June

Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Implement Typing/Writing across curriculum and Response to Reading Strategies for extended and short response. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coach, Data Analyst <b>Date(s) / Timeframe:</b> August-May <b>Collaborating Departments:</b> Ed Tech <b>Delivery Method:</b> PLCs and Classroom visits	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### School Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> According to Lexia Core 5 data, 72% of students began the year reading/working below grade level and in April 33% of students were still reading below grade level. <b>Root Cause:</b> Students who are still struggling with reading skills beyond 1st grade need intervention and accelerated instruction.
Perceptions
<b>Problem Statement 2:</b> 22-23 Staff feedback from professional development reflections indicate that the majority of teachers are excited about the new technology available to them, but do not feel prepared to use it fully. <b>Root Cause:</b> Receipt of new BQBoards in February left little time for in-depth training and the gap between the macbook training and waiting for their arrival is still growing.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 25% to 35% by May 2024.

**Evaluation Data Sources:** STAAR

**Strategy 1:** Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math

**Staff Responsible for Monitoring:** Principal, AP, Data Analyst

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Recruit, support, retain teachers and principals, Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1, 5

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Data Analyst will lead Teachers in data meetings and professional development in data analysis, forward planning, student goal setting, sharing data with parents, etc... <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Data Analyst, Instructional Coach <b>Date(s) / Timeframe:</b> September-May <b>Collaborating Departments:</b> None <b>Delivery Method:</b> PLC  <b>Funding Sources:</b> Data Analyst - Title I (211) - 211-13-6119-04E-134-30-510-000000-24F10 - \$87,038		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

**Strategy 2:** Align and leverage programs, resources, and systems of support for existing academic advising.

**Strategy's Expected Result/Impact:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math

**Staff Responsible for Monitoring:** Principal, AP, Instructional Coach

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**





Build a foundation of reading and math

- **ESF Levers:**

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**Problem Statements:** Student Learning 1, 5

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Implement digital exit tickets, open response opportunities, and a campus-wide strategy for problem solving in math. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Instructional Coach <b>Date(s) / Timeframe:</b> August-May <b>Collaborating Departments:</b> Ed Tech Dept. <b>Delivery Method:</b> PLCs and classroom visits	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

## School Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> According to Lexia Core 5 data, 72% of students began the year reading/working below grade level and in April 33% of students were still reading below grade level. <b>Root Cause:</b> Students who are still struggling with reading skills beyond 1st grade need intervention and accelerated instruction.
<b>Problem Statement 5:</b> Based on Spring 2023 MAP growth data, 48% of 2nd-4th graders were still projected to score below Approaches on STAAR MATH. <b>Root Cause:</b> Students continue to need the continuity of high quality, standards-based math instruction which is individualized for maximum growth.



**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 3:** Increase Reading performance for students receiving special education services on STAAR Reading rated at approaches grade level or above from 20% to 35%.

**High Priority**

**Evaluation Data Sources:** STAAR scores

**Strategy 1:** Examine processes in place to mitigate learning loss by identifying learning gaps and accelerated instruction available to improve student performance and help students attain a standard growth on the basis of the students' IEP.

**Strategy's Expected Result/Impact:** Increase Reading performance for students receiving special education services on STAAR Reading and Math rated at approaches grade level or above

**Staff Responsible for Monitoring:** Principal, AP, Data Analyst, SPED Coaches

- Title I:**  
2.4, 2.5, 2.6
- **TEA Priorities:**  
Build a foundation of reading and math
  - **ESF Levers:**  
Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
  - **Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Student Learning 1, 2, 5 - School Processes & Programs 2 - Perceptions 3

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Provide extra academic and social emotional support for students receiving special education services to increase academic growth and maximize Tier 1 instructional time. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Data Analyst, SPED teachers, Intervention Specialist <b>Date(s) / Timeframe:</b> September-April <b>Collaborating Departments:</b> None <b>Delivery Method:</b> Small group  <b>Funding Sources:</b> Extra Duty - SCE (199 PIC 24) - 199-11-6116-001-134-24-313-000000- - \$1,000, Reinforcers and supplies for SPED support - SPED (199 PIC 23) - - \$1,000, SPED specific after school tutoring - SPED (199 PIC 23) - - \$1,358, - SPED (199 PIC 23) - - \$1,000		Formative			Summative
		Nov	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

**Strategy 2:** Provide teachers with professional learning and coaching support, including the use of tools and resources to analyze student performance data to provide high quality instruction aligned to academic and social emotional needs of students.

**Staff Responsible for Monitoring:** Principal, AP, SPED Coach

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Student Learning 1, 2, 5 - School Processes & Programs 2 - Perceptions 3

Action Step 1 Details	Reviews			
<b>Action Step 1:</b> Collaborate with district SPED coaches and support staff to offer professional learning for staff <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> SPED Coach <b>Date(s) / Timeframe:</b> August-May <b>Collaborating Departments:</b> SPED Dept. <b>Delivery Method:</b> PLC	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**School Performance Objective 3 Problem Statements:**

Student Learning
<b>Problem Statement 1:</b> According to Lexia Core 5 data, 72% of students began the year reading/working below grade level and in April 33% of students were still reading below grade level. <b>Root Cause:</b> Students who are still struggling with reading skills beyond 1st grade need intervention and accelerated instruction.
<b>Problem Statement 2:</b> Students who need Dyslexia and SPED services are waiting an average of 1-2 years before evaluations are completed and services begin. <b>Root Cause:</b> Despite the efforts of the Student Support Team and the streamlined MTSS process, the waiting list for evaluations grows. There is a need for systems of support and services to be provided while waiting for official evaluations.
<b>Problem Statement 5:</b> Based on Spring 2023 MAP growth data, 48% of 2nd-4th graders were still projected to score below Approaches on STAAR MATH. <b>Root Cause:</b> Students continue to need the continuity of high quality, standards-based math instruction which is individualized for maximum growth.
School Processes & Programs
<b>Problem Statement 2:</b> Students who need Dyslexia and SPED services are waiting an average of 1-2 years before evaluations are completed and services begin. <b>Root Cause:</b> Despite the efforts of the Student Support Team and the streamlined MTSS process, the waiting list for evaluations grows. There is a need for systems of support and services to be provided while waiting for official evaluations.

### Perceptions

**Problem Statement 3:** Students who need Dyslexia and SPED services are waiting an average of 1-2 years before evaluations are completed and services begin. **Root Cause:** Despite the efforts of the Student Support Team and the streamlined MTSS process, the waiting list for evaluations grows. There is a need for systems of support and services to be provided while waiting for official evaluations.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 4:** Increase Emergent Bilingual student achievement in Reading from 25% MEETS grade level to 35% MEETS grade level .

**High Priority**

**Evaluation Data Sources:** STAAR

**Strategy 1:** Provide professional learning and updated instructional materials/reading materials for the benefit of all bilingual students.

**Strategy's Expected Result/Impact:** Increase the number of Bilingual students who score MEETS in STAAR Reading and Math.

**Staff Responsible for Monitoring:** Principal, AP, Data Analyst

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Student Learning 1, 2, 5 - School Processes & Programs 2 - Perceptions 3

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Increase the number of Bilingual reading materials and books students have access to within our school library. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Librarian <b>Date(s) / Timeframe:</b> October-January <b>Collaborating Departments:</b> Library Media Services <b>Delivery Method:</b> None  <b>Funding Sources:</b> Reading Materials- Bilingual - BEA (199 PIC 25) - 199-11-6329-001-134-25-313-000000 - \$3,298		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**School Performance Objective 4 Problem Statements:**

### Student Learning

**Problem Statement 1:** According to Lexia Core 5 data, 72% of students began the year reading/working below grade level and in April 33% of students were still reading below grade level. **Root Cause:** Students who are still struggling with reading skills beyond 1st grade need intervention and accelerated instruction.

**Problem Statement 2:** Students who need Dyslexia and SPED services are waiting an average of 1-2 years before evaluations are completed and services begin. **Root Cause:** Despite the efforts of the Student Support Team and the streamlined MTSS process, the waiting list for evaluations grows. There is a need for systems of support and services to be provided while waiting for official evaluations.

**Problem Statement 5:** Based on Spring 2023 MAP growth data, 48% of 2nd-4th graders were still projected to score below Approaches on STAAR MATH. **Root Cause:** Students continue to need the continuity of high quality, standards-based math instruction which is individualized for maximum growth.

### School Processes & Programs

**Problem Statement 2:** Students who need Dyslexia and SPED services are waiting an average of 1-2 years before evaluations are completed and services begin. **Root Cause:** Despite the efforts of the Student Support Team and the streamlined MTSS process, the waiting list for evaluations grows. There is a need for systems of support and services to be provided while waiting for official evaluations.

### Perceptions

**Problem Statement 3:** Students who need Dyslexia and SPED services are waiting an average of 1-2 years before evaluations are completed and services begin. **Root Cause:** Despite the efforts of the Student Support Team and the streamlined MTSS process, the waiting list for evaluations grows. There is a need for systems of support and services to be provided while waiting for official evaluations.

**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**School Performance Objective 5:** Increase African American student achievement in Reading from 31% MEETS grade level to 35% MEETS and Math from 15% MEETS grade level to 35% MEETS grade level.

**Strategy 1:** Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

**Strategy's Expected Result/Impact:** Increase African American student achievement in Reading and Math at the MEETS level on STAAR.

**Staff Responsible for Monitoring:** Principal, AP, Data Analyst

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**





Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

**- Targeted Support Strategy - Results Driven Accountability**

**Problem Statements:** Student Learning 1, 2, 5 - School Processes & Programs 2 - Perceptions 3

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Analyze academic data and provide extra academic services for African American students to accelerate growth and maximize Tier 1 instructional time. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Data Analyst, Teachers <b>Date(s) / Timeframe:</b> September-April <b>Collaborating Departments:</b> None <b>Delivery Method:</b> Small Group  <b>Funding Sources:</b> Extra Duty Tutoring - SCE (199 PIC 24) - 199-11-6116-001-134-24-313-000000- - \$1,000, Supplies - SCE (199 PIC 24) - 199-11-6399-001-134-24-313-000000- - \$1,256		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**School Performance Objective 5 Problem Statements:**

### Student Learning

**Problem Statement 1:** According to Lexia Core 5 data, 72% of students began the year reading/working below grade level and in April 33% of students were still reading below grade level. **Root Cause:** Students who are still struggling with reading skills beyond 1st grade need intervention and accelerated instruction.

**Problem Statement 2:** Students who need Dyslexia and SPED services are waiting an average of 1-2 years before evaluations are completed and services begin. **Root Cause:** Despite the efforts of the Student Support Team and the streamlined MTSS process, the waiting list for evaluations grows. There is a need for systems of support and services to be provided while waiting for official evaluations.

**Problem Statement 5:** Based on Spring 2023 MAP growth data, 48% of 2nd-4th graders were still projected to score below Approaches on STAAR MATH. **Root Cause:** Students continue to need the continuity of high quality, standards-based math instruction which is individualized for maximum growth.

### School Processes & Programs

**Problem Statement 2:** Students who need Dyslexia and SPED services are waiting an average of 1-2 years before evaluations are completed and services begin. **Root Cause:** Despite the efforts of the Student Support Team and the streamlined MTSS process, the waiting list for evaluations grows. There is a need for systems of support and services to be provided while waiting for official evaluations.

### Perceptions

**Problem Statement 3:** Students who need Dyslexia and SPED services are waiting an average of 1-2 years before evaluations are completed and services begin. **Root Cause:** Despite the efforts of the Student Support Team and the streamlined MTSS process, the waiting list for evaluations grows. There is a need for systems of support and services to be provided while waiting for official evaluations.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 1:** Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 11% to 5% by May 2024.

**Evaluation Data Sources:** Focus

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture.

**Strategy's Expected Result/Impact:** Decrease the number of chronically absent students.

**Staff Responsible for Monitoring:** Principal, AP, Data Clerk, Family Engagement Specialist

**Title I:**

2.4, 2.5, 2.6

**- TEA Priorities:**

Build a foundation of reading and math





**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Problem Statements:** Demographics 1 - Student Learning 1, 5

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Family Engagement Specialist will collaborate with Intervention Specialist, AP and Data Clerk to monitor attendance, conduct home visits, provide attendance recovery sessions, and support services for families. <b>Intended Audience:</b> Students/Families <b>Provider / Presenter / Person Responsible:</b> FES/AP/IS/DC <b>Date(s) / Timeframe:</b> September-May <b>Collaborating Departments:</b> None		Formative			Summative
		Nov	Jan	Mar	June



Action Step 2 Details	Reviews			
<b>Action Step 2:</b> Implement X-STREAM Mondays Program, GT program and Enrichment Clubs after school to provide opportunities for students to develop extra-curricular interests and relationships with school staff which will strengthen the school/child bond and increase student engagement and attendance. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Principal, AP, AMP team, Teachers <b>Date(s) / Timeframe:</b> September-May <b>Collaborating Departments:</b> None <b>Delivery Method:</b> During and After School Groups  <b>Funding Sources:</b> Supplies - SCE (199 PIC 24) - 199-11-6399-001-134-24-313-000000- - \$1,000, Extra Duty - SCE (199 PIC 24) - 199-11-6116-001-134-24-313-000000- - \$1,000, Supplies for X-STREAM, GT Thinking Lab and Enrichment Clubs - Gifted & Talented (199 PIC 21) - - \$432	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### School Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> As of 3/30/23, 31 students (7%) are chronically absent and 11 (35%) of those students are Pre-K. <b>Root Cause:</b> Need more parent education on attendance requirements/procedures and the importance of Pre-K.
Student Learning
<b>Problem Statement 1:</b> According to Lexia Core 5 data, 72% of students began the year reading/working below grade level and in April 33% of students were still reading below grade level. <b>Root Cause:</b> Students who are still struggling with reading skills beyond 1st grade need intervention and accelerated instruction. <b>Problem Statement 5:</b> Based on Spring 2023 MAP growth data, 48% of 2nd-4th graders were still projected to score below Approaches on STAAR MATH. <b>Root Cause:</b> Students continue to need the continuity of high quality, standards-based math instruction which is individualized for maximum growth.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 2:** Decrease the overall number of discipline referrals by school personnel from 36 to 30 by May 2024.

**Evaluation Data Sources:** Focus

**Strategy 1:** Cultivate safe, supportive, and equitable learning environments grounded in the Learner and cultural descriptors as defined by the FWISD Instructional Framework

**Strategy's Expected Result/Impact:** Decrease the overall number of discipline referrals.

**Staff Responsible for Monitoring:** Principal, AP, Counselor, Intervention Specialist

**Title I:**

2.4, 2.5, 2.6





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Problem Statements:** Demographics 2 - School Processes & Programs 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Provide training and building capacity of all staff in use of Restorative Practices. Monitor progress/check-in with staff and regularly review Restorative Practices during staff development. <b>Intended Audience:</b> Teachers <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Intervention Specialist <b>Date(s) / Timeframe:</b> August-May <b>Collaborating Departments:</b> Student Support Services and Restorative Practices <b>Delivery Method:</b> PLCs, Faculty Meetings		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**Strategy 2:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture

**Strategy's Expected Result/Impact:** Decrease the overall number of discipline referrals.

**Staff Responsible for Monitoring:** Principal, AP, Intervention Specialist

**Title I:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Problem Statements:** Demographics 2

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Intervention Specialist will lead the Student Support Team to identify and provide resources to students who are struggling. She will provide 1-1 and small group intervention services as well as connect outside resources to families. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Intervention Specialist <b>Date(s) / Timeframe:</b> September-May <b>Collaborating Departments:</b> Student Support Services Dept. <b>Delivery Method:</b> NOTE: Funding has been approved by Grants to cover the remaining \$1380.61 of the Intervention Specialist salary for the 23-24 school year.  <b>Funding Sources:</b> Intervention Specialist - Title I (211) - 211-31-6119-04E-134-30-510-000000-24F10 - \$57,025.10		Formative			Summative
		Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

## School Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Behavioral incidents documented in Branching Minds increased (From 115 to 123) and 5 student incidents were severe enough to warrant OSS for a total of 9 days. <b>Root Cause:</b> Students continue to need explicit instruction of social emotional regulation skills and assistance with outside resources for mental health.
School Processes & Programs
<b>Problem Statement 1:</b> In the coming school year, we will add new staff members and 100+ students from another campus who will not be familiar with Restorative Practices. <b>Root Cause:</b> Need for renewed professional development and a clear focus on classroom community building and school culture.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 3:** Decrease the number of out-of-school suspensions for African American students or the student group that is most marginalized on our campus (gender, race, program, other) from 1 to 0 by May 2024.

**High Priority**

**Evaluation Data Sources:** Focus

**Strategy 1:** Align and leverage programs, resources, and Multi-Tiered Systems of Support (MTSS) to improve daily attendance rates, increase parent/school engagement, decrease behavior and discipline incidents, and improve school climate and culture

**Strategy's Expected Result/Impact:** Decrease the number of out-of-school suspensions.

**Staff Responsible for Monitoring:** Principal, AP, Intervention Specialist

**Title I:**

2.4, 2.5, 2.6





**- TEA Priorities:**

Build a foundation of reading and math

**- ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

**Problem Statements:** Demographics 2

Action Step 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Action Step 1:</b> Utilize alternative strategies and Implement after-school program for students to work on leadership skills, good citizenship, self-regulation, and self-control as an alternative for other forms of consequences. <b>Intended Audience:</b> Students <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Intervention Specialist <b>Date(s) / Timeframe:</b> August-May <b>Collaborating Departments:</b> None <b>Delivery Method:</b> Small Group  <b>Funding Sources:</b> Extra Duty - SCE (199 PIC 24) - 199-11-6116-001-134-24-313-000000- - \$1,000				
<div><div> 0% No Progress</div><div> 100% Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**School Performance Objective 3 Problem Statements:**

### Demographics

**Problem Statement 2:** Behavioral incidents documented in Branching Minds increased (From 115 to 123) and 5 student incidents were severe enough to warrant OSS for a total of 9 days. **Root Cause:** Students continue to need explicit instruction of social emotional regulation skills and assistance with outside resources for mental health.

**District Goal 4:** Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**School Performance Objective 4:** Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 5 to 8 by May 2024.

**Evaluation Data Sources:** Sign-in documentation, flyers, etc...

**Strategy 1:** Foster collaborative partnerships (High-Impact Tutoring, Campus Data Analysts, ILT, PLC's, Pyramid, SBDM, Student Council) with all stakeholders to communicate data-informed needs and formulate solutions for improved student outcomes.

**Strategy's Expected Result/Impact:** Increased parent engagement in academic growth of students.

**Staff Responsible for Monitoring:** Principal, AP, Family Engagement Specialist

**Title I:**

2.4, 2.5, 2.6, 4.1, 4.2





- **TEA Priorities:**

Build a foundation of reading and math

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

**Problem Statements:** Perceptions 1

Action Step 1 Details		Reviews			
<b>Action Step 1:</b> Implement academic components for parent engagement events (Including, but not limited to...Family Night at the Museum, Open House, Hispanic Heritage Festival, Family Game Night, Family Literacy Night, All Pro Dads, Parent University) and increase the number of parents who participate in the BOY/MOY Family Conferences.  <b>Intended Audience:</b> Families <b>Provider / Presenter / Person Responsible:</b> Principal, AP, Family Engagement Specialist <b>Date(s) / Timeframe:</b> August-May <b>Collaborating Departments:</b> Parent Partnership Dept. <b>Delivery Method:</b> Family Events  <b>Funding Sources:</b> Supplies for Parent Events - Parent Engagement - 211-61-6399-04L-134-30-510-000000-24F10 - \$1,769, Snacks for Parents - Parent Engagement - 211-61-6499-04L-134-30-510-000000-24F10 - \$500, 211-61-6412-04L-134-30-510-000000-24F10 - Parent Engagement - 211-61-6299-04L-134-30-510-000000-24F10 - \$800, Transportation for Family Science Night - Parent Engagement - 211-61-6412-04L-134-30-510-000000-24F10 - \$75		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

School Performance Objective 4 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> In 22-23, only 78% of parents participated in the MOY Family Conferences and only 58% of students have an active Parent Portal account. <b>Root Cause:</b> Need to increase parent awareness and participation through events which combine popular activities with academics.

# Campus Funding Summary

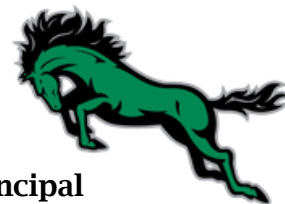
Title I (211)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	2	1	1	Data Analyst	Data Analyst	211-13-6119-04E-134-30-510-000000-24F10	\$87,038.00
4	2	2	1	Intervention Specialist	Title I Intervention Specialist	211-31-6119-04E-134-30-510-000000-24F10	\$57,025.10
<b>Sub-Total</b>							\$144,063.10
<b>Budgeted Fund Source Amount</b>							\$144,063.10
<b>+/- Difference</b>							\$0.00
SCE (199 PIC 24)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	3	1	1	Extra Duty	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-134-24-313-000000-	\$1,000.00
3	5	1	1	Extra Duty Tutoring	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-134-24-313-000000-	\$1,000.00
3	5	1	1	Supplies	Supplies and materials for instructional use	199-11-6399-001-134-24-313-000000-	\$1,256.00
4	1	1	2	Supplies	Supplies and materials for instructional use	199-11-6399-001-134-24-313-000000-	\$1,000.00
4	1	1	2	Extra Duty	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-134-24-313-000000-	\$1,000.00
4	3	1	1	Extra Duty	Extra duty pay for tutoring after hours (Teacher)	199-11-6116-001-134-24-313-000000-	\$1,000.00
<b>Sub-Total</b>							\$6,256.00
<b>Budgeted Fund Source Amount</b>							\$6,256.00
<b>+/- Difference</b>							\$0.00



Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	4	1	1	Supplies for Parent Events	Supplies and materials for parental involvement	211-61-6399-04L-134-30-510-000000-24F10	\$1,769.00
4	4	1	1	Transportation for Family Science Night	Travel - Student for parental involvement	211-61-6412-04L-134-30-510-000000-24F10	\$75.00
4	4	1	1	Snacks for Parents	Snacks for Parents to promote participation	211-61-6499-04L-134-30-510-000000-24F10	\$500.00
4	4	1	1	211-61-6412-04L-134-30-510-000000-24F10	Family Science Night	211-61-6299-04L-134-30-510-000000-24F10	\$800.00
Sub-Total							\$3,144.00
Budgeted Fund Source Amount							\$3,144.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	4	1	1	Reading Materials- Bilingual	Reading materials - instruction	199-11-6329-001-134-25-313-000000	\$3,298.00
Sub-Total							\$3,298.00
Budgeted Fund Source Amount							\$3,298.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	1	1	2	Supplies for X-STREAM, GT Thinking Lab and Enrichment Clubs	GENERAL SUPPLIES		\$432.00
Sub-Total							\$432.00
Budgeted Fund Source Amount							\$432.00
+/- Difference							\$0.00

SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
3	3	1	1	SPED specific after school tutoring	EXTRA DUTY - PROFESSIONAL		\$1,358.00
3	3	1	1	Reinforcers and supplies for SPED support	GENERAL SUPPLIES		\$1,000.00
3	3	1	1		INSTRUCTIONAL MATERIALS		\$1,000.00
Sub-Total							\$3,358.00
Budgeted Fund Source Amount							\$3,358.00
+/- Difference							\$0.00
Grand Total Budgeted							\$160,551.10
Grand Total Spent							\$160,551.10
+/- Difference							\$0.00

# Addendums



**GREENBRIAR ELEMENTARY #134**

**Lindsay Staros Guajardo, Principal**

**Kristin Hood, Asst. Principal**

**Mission:** To provide an equitable and supportive environment, communication and collaboration with our parents and community, and innovative individualized instruction for all Mustangs.

**PARENT RESPONSIBILITIES:**

- Assure that my child arrives and is picked up on time every day (Arrival 7:35-7:50am, Dismissal 3:20 pm)
- Require regular school attendance (less than 6 absences each year)
- Provide a quiet place and set aside a specific time my child to do homework
- Study area should be well lit, well equipped with pens/pencils, paper, ruler, crayons/markers, glue, dictionary (if necessary), etc.
- Look over homework assignments to check for understanding and be available to assist
- Spend time each day with my child reading, writing, listening, or talking
- Help my child resolve conflicts in positive, non-violent ways
- Sign and return all papers that require a parent or guardian's signature
- Encourage positive attitudes toward school
- **Attend Family Conferences with the teachers 3 times each year**
- Read Family Newsletters and Class Dojo messages to stay involved with school events.
- Communicate regularly with campus staff to ensure your child's needs are met.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**STUDENT RESPONSIBILITIES:**

- Attend school regularly
- Meet school and class expectations
- Ask teacher when I have questions about assignments
- Take home materials and information needed to complete homework assignments
- Complete assignments and homework in a thorough, neat, and timely manner as well as return homework on time
- Respect the personal rights and property of others
- Respect my teachers and other adults at the school
- Discuss with my parents what I am learning in school
- Work to resolve conflicts in positive, non-violent ways

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

**TEACHER RESPONSIBILITIES:**

- Provide high quality, engaging instruction daily
- Have high expectations of yourself, students, and other staff
- Assign homework using grade level District guidelines
- Coordinate with other programs to make sure nightly assignments do not exceed time limits
- Give corrective feedback to assist student in making improvements
- Meet with parents/families at least 3 times each year to discuss student progress and goals
- Use professional judgment and communication with students and parents
- Respect, cultural, racial, and ethnic differences
- Communicate regularly with parents/guardians and utilize Class Dojo to keep parents involved and aware of what is being learned in the classroom.
- Work to resolve conflicts in positive ways
- Incorporate Social Emotional Learning and utilize Restorative Practices with students

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_



**GREENBRIAR ELEMENTARY #134**  
**Lindsay Staros Guajardo, Directora**      **Kristin Hood, Sub-Directora**

**Misión: Proporcionar un ambiente equitativo y de apoyo, comunicación y colaboración con nuestros padres y la comunidad, e instrucción individualizada innovadora para todos los Mustangs.**

**RESPONSABILIDADES DE LOS PADRES:**

- Asegurar que mi hijo llegue y sea recogido a tiempo todos los días (Llegada 7:35-7:50am, Salida 3:20 pm)
- Requerir asistencia regular a la escuela (menos de 6 ausencias cada año)
- Proporcionar un lugar tranquilo y apartar un tiempo específico para que mi estudiante haga la tarea
- Área de estudio debe ser muy iluminado, bien equipado con bolígrafos/lápices, papel, regla, lápices de colores/marcadores, pegamento, diccionario (si es necesario), etc..
- Revisar tareas para revisar la comprensión y estar disponible para ayudarlo
- Pasar tiempo cada día con su hijo leyendo, escribiendo, escuchando o hablando
- Ayude a su hijo a resolver los conflictos de manera positiva, no-violenta
- Firmar y devolver todos los documentos que requieren firma de uno de los padres
- Fomentar actitudes positivas hacia la escuela
- Asistir a conferencias familiares con los maestros 3 veces al año
- Lea los boletines informativos familiares y los mensajes de Class Dojo para mantenerse involucrado con los eventos escolares.
- Comuníquese regularmente con el personal de la escuela para asegurarse de que las necesidades de su hijo estén satisfasidas.

**Firma de Padres:** \_\_\_\_\_ **Fecha:** \_\_\_\_\_

**RESPONSABILIDADES DEL ESTUDIANTE:**

- Asistir a la escuela regularmente
- Cumplir con las expectativas de la escuela y la clase
- Preguntar al maestro/a cuando tenga preguntas sobre las tareas
- Llevar a casa los materiales y la información necesaria para completar las tareas
- Completare las tareas de manera exhaustiva, ordenada y oportuna, así como entregar la tarea a tiempo
- Respetar los derechos personales y propiedad de otros
- Respetar a mis maestros y otros adultos en la escuela
- Hablar con mis padres lo que estoy aprendiendo en la escuela
- Trabajar para resolver los conflictos de manera positiva, no-violenta

**Firma del Estudiante:** \_\_\_\_\_ **Fecha:** \_\_\_\_\_

**RESPONSABILIDADES DEL MAESTRO:**

- Proporcionar instrucción atractiva y de alta calidad diariamente
- Tener altas expectativas de sí mismo, estudiantes y otros miembros del personal
- Asignar tareas utilizando las guías del distrito y niveles del grado
- Coordinar con otros programas para asegurarse de que las tareas no excedan los límites de tiempo
- Dar retroalimentación correctiva para ayudar a los estudiantes a hacer mejoras
- Reunirse con los padres/familias al menos 3 veces al año para discutir el progreso y las metas del estudiante
- Usar el juicio profesional y comunicación con los estudiantes y los padres
- Respetar, cultural, racial y diferencias étnicas
- Comuníquarse regularmente con los padres / tutores y utilizar Class Dojo para mantener a los padres involucrados y conscientes de lo que se aprende en el aula.
- Trabajar para resolver los conflictos de manera positiva
- Incorporar el aprendizaje socioemocional y utilizar prácticas restaurativas con los estudiantes

**Firma del maestro/a:** \_\_\_\_\_ **Fecha:** \_\_\_\_\_

# Title I Family Engagement Policy 2023-2024



## GREENBRIAR ELEMENTARY #134

Lindsay Staros Guajardo, Principal

Kristin Hood, Asst. Principal

**Mission:** To provide an equitable and supportive environment, communication and collaboration with our parents and community, and innovative individualized instruction for all Mustangs.

### **Goals:**

- The school will work to ensure that the required school levels of parent involvement policies meet the requirements of section 1116 ESEA (Elementary and Secondary Education Act).
- The school will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, in the value of parental contribution and in how to communicate with parents and build school family connections.
- The school and parents will work collaboratively to ensure strong family engagement, and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will mandate that teachers hold at least 2 parent teacher conferences annually where the teachers will review grade level content standards, student assessments, and progress data with parents. The teachers will provide parents with support on how to work with their child to improve their child's academic achievement. Parents will also have opportunities for regular meetings relating to their children's education, when requested.
- Parent Feedback is welcome at all parent involvement activities and on climate survey.
- The school will communicate with parents in an understandable and uniform format and in a language the parents can understand (English/Spanish). The school will use the following modes to communicate with parents:
  - Class Dojo
  - Flyers
  - Marquee
  - School Website and FWISD App
  - Facebook/Twitter
  - Mustang Minutes Parent Newsletters
  - Email/Phone calls/Text messages
  - Parent Portal

**Purpose:** As a Title 1 Campus, we are committed to ensuring parental involvement in the educational experience of our students. As part of this commitment, we ask that all parents, teachers, and students work as a team and commit to certain responsibilities.

### **Annual Evaluation:**

Greenbriar Elementary will hold an annual meeting to review Title 1, the Family Engagement Policy and the School-Family Compact. The Family Engagement Policy ensures that there is a strong partnership between the school and the parent. A School/Family Compact will describe school and parent responsibilities.

# Política de Participación Familiar Título I 2023-2024



## GREENBRIAR ELEMENTARY #134

Lindsay Staros Guajardo, Directora

Kristin Hood, Sub-Directora

**Misión:** Proporcionar un ambiente equitativo y de apoyo, comunicación y colaboración con nuestros padres y la comunidad, e instrucción individualizada innovadora para todos los Mustangs.

### Metas:

- La escuela trabajará para asegurar que los niveles escolares requeridos de las políticas de participación de los padres cumplan con los requisitos de la sección 1116 ESEA (Ley de Educación Primaria y Secundaria).
- La escuela educará a los maestros, el personal de apoyo de instrucción especializado, los directores y otros líderes escolares, y otro personal, en el valor de la contribución de los padres y en cómo comunicarse con los padres y construir conexiones familiares escolares.
- La escuela y los padres trabajarán en colaboración para asegurar un fuerte compromiso familiar, y para apoyar una asociación entre la escuela, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes.
- La escuela exigirá que los maestros mantengan al menos 2 conferencias de maestros padres anualmente donde los maestros revisarán los estándares de contenido de nivel de grado, las evaluaciones de los estudiantes y los datos de progreso con los padres. Los maestros proporcionarán a los padres apoyo sobre cómo trabajar con sus hijos para mejorar el rendimiento académico de su hijo. Los padres también tendrán oportunidades para reuniones regulares relacionadas con la educación de sus hijos, cuando se les solicite.
- Los comentarios de los padres son bienvenidos en todas las actividades de participación de los padres y en la encuesta sobre el clima.
- La escuela se comunicará con los padres en un formato comprensible y uniforme y en un idioma que los padres puedan entender (inglés/español). La escuela utilizará los siguientes modos para comunicarse con los padres:
  - Clase Dojo
  - Volantes and Marquesina
  - Sitio web de la escuela and Aplicación de FWISD
  - Facebook/Twitter
  - Boletín para padres Mustang Minutes
  - Correo electrónico / llamadas telefónicas/ mensajes de texto
  - Portal de Padres

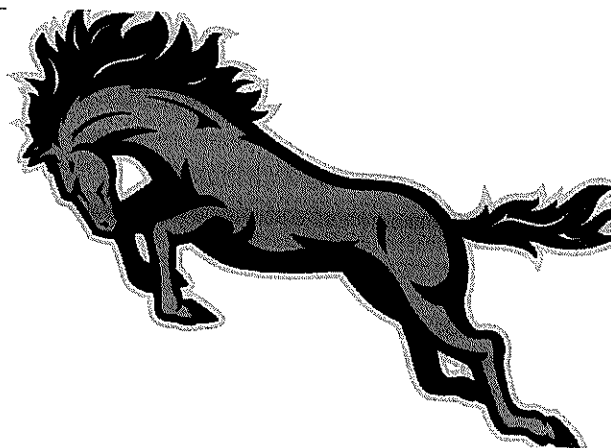
**Propósito:** Como Escuela Título 1, estamos comprometidos a garantizar la participación de los padres en la experiencia educativa de nuestros estudiantes. Como parte de este compromiso, pedimos que todos los padres, maestros y estudiantes trabajen en equipo y se comprometan con ciertas responsabilidades.

### Evaluación Anual:

Greenbriar Elementary celebrará una reunión anual para revisar el Título 1, la Política de Compromiso Familiar y el Pacto Escuela-Familia. La Política de Participación Familiar garantiza que haya una fuerte asociación entre la escuela y el padre. Un Pacto Escolar/Familiar describirá las responsabilidades de la escuela y de los padres.

# TITLE 1 PARENT MEETING & OPEN HOUSE

## SEPTEMBER 21, 2023

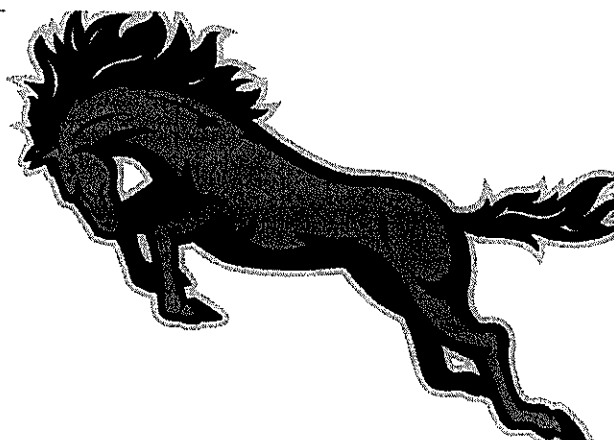


PARENT NAME	STUDENT NAME	GRADE
Adrian Serrato	Kenia Serrato	Kinder
Manah Perez	Fernando Garcia	1 <sup>st</sup> Grade
Manah Perez	Leonardo Garcia	DK.
Kailey Lyon	Emery Brooks	Kinder
Jennifer Mercado	Santiago Jose Manuel	3 <sup>rd</sup> grado Pre Kinder
Jasmin Correa	Elias M. Garcia	5 <sup>th</sup> grade
Zanah Henderson	Zanah Henderson	1 <sup>st</sup> - 5 <sup>th</sup>
Marcos Barrios	Noel Barrios	Pre-K
Amanda Ordaz	Estevan Ordaz	Pre-K
Beatriz Quirolo	Narah. Rozilee. Yareli Balcieras	5th - 3rd - PreK
Sade McDade	Jalanie Carroll	5 <sup>th</sup>
Rodolfo Trejo	Emanuel Trejo	4 <sup>th</sup>
Maria Hernandez	Aaron Galarte	Kinder
Brenda Canales	Nathan Canales / Leonardo Canales	PreK - 3rd



# TITLE 1 PARENT MEETING & OPEN HOUSE

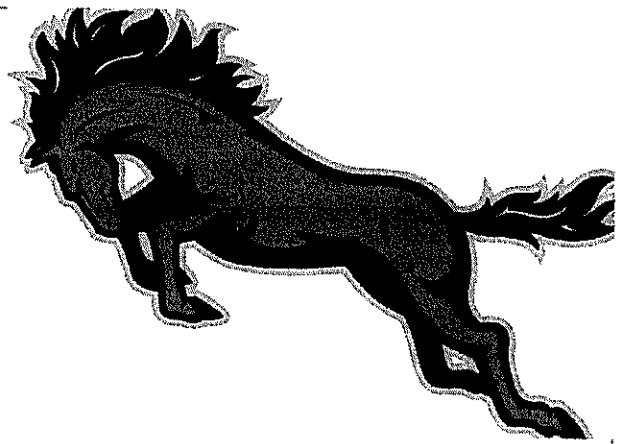
SEPTEMBER 21, 2023



PARENT NAME	STUDENT NAME	GRADE
Yennifer Sanchez	Matteo Elena Sanchez	Pre-K
Megan Castro	Lexington Castro	pre-K
Angelita Alexander	George Alexander	3rd
Gabriela Rangel	Anthony Rangel	1st
Yazmin Galdino	Roman Aguila	PK
Maria Rubio	Mateo Martinez	3rd
Manuel Lema	Israel Torres Lema	4
Shelly Pardo	Sebastian Veliz	4th
Martha Batie	Deontre Clement	PK
Sue Lim	Colin Truong	K
Petra Perez	Lydia Perez	1st
Deanna Castro Savanna Castro	Audrey H. Lee	K
Monica Sabas	Jennifer Cañas Leonel Cañas	1 2
Azuany Tellez	Angelbeth Santillan Oswaldo Santillan	1st, Pre-K
Ana Samano	Anahi Isabella Melendone (C)	2nd, 5th

# TITLE 1 PARENT MEETING & OPEN HOUSE

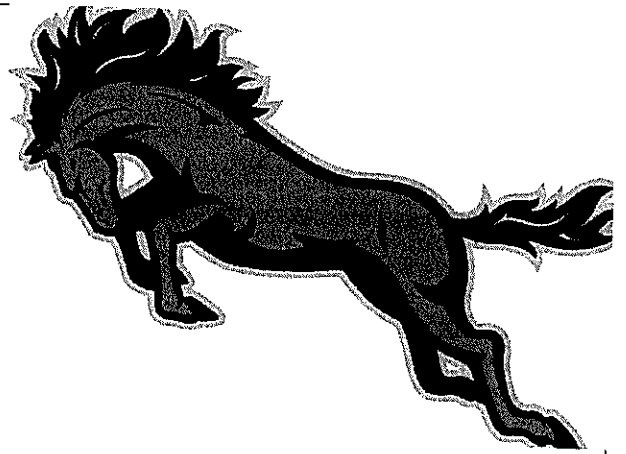
SEPTEMBER 21, 2023



PARENT NAME	STUDENT NAME	GRADE
See Vang	Landen Vang	Kindergarten
See Vang	Lillianne Vang	First grade
Humildad Santos	Perla & Rogelio Deleon	2 & 3 grade
Maria Rodriguez	Matteo Gloria	1 grade
Stephanie Martinez	Rafael Jacobo	3rd grade
Fla Jurado	Jesus Camacho	Kindergarten
Yoana Marquez	Melany Vazquez	5 grade
Veronica Romero	Nayly & Edgar Romero	4th & Pre K
Katerin Dilbert	Iana Corant	PK
Miguel Camacho	Iana Corant	PK
JIMMY TRUONG	COLIN TRUONG	K
Rosario Romero	Seth Jacez	
Fabian Campos	Jaqueline Campos	2nd
Esmeralda Esquivel	Rebeca, Gabriel Esquivel	3 and 4

# TITLE 1 PARENT MEETING & OPEN HOUSE

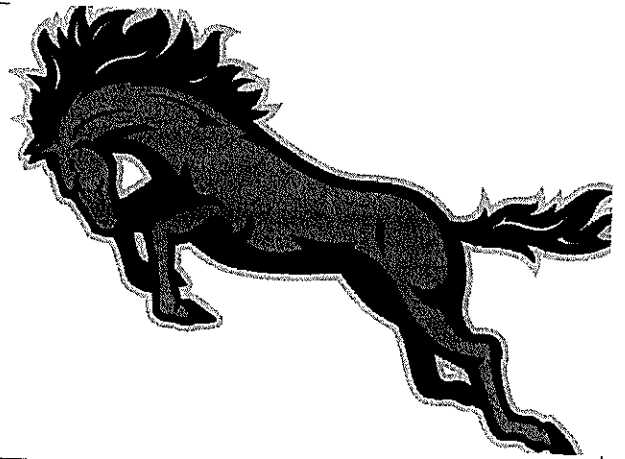
## SEPTEMBER 21, 2023



PARENT NAME	STUDENT NAME	GRADE
Maria Aguirre	Diego Dorado	Kinder
Adelina Shipman	Ava Shipman	5th
Arcelia Castaneda	<sup>RODRIGUEZ</sup> Amel, Sophia, Leiloni	3rd, 3rd 4th
Marcus Harden	Sofia Harden	1st
Yaymi Sanchez	Gael Ortiz	PK.
Erick Bureciaga	Johanthan Munoz	P.K.
Juan Quesada	Juan Quesada	4th
Jennifer Velez	Valerie Velez	4th
Jocelyne Mendez	Delilah Mendez	Second
Gabriela Medina	Julian Medina	5th
Maria Johnson-Green	Kirstey Johnson-Green	PK.
Frank Serrano	Adron Serrano	4th
Elsa Garcia	Ian Le	3rd
Marilu Santos	Mia Santos	1st

# TITLE 1 PARENT MEETING & OPEN HOUSE

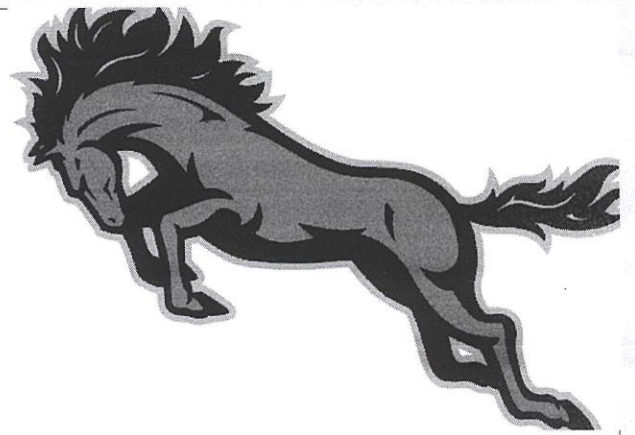
SEPTEMBER 21, 2023



PARENT NAME	STUDENT NAME	GRADE
Pooler Martinez	Regina Oregel	4th
Ana Laura Rodriguez	Angela Juarez	5th
Valerie D Camanillo	Seth R. Jacquez	4th
Yanira Valadez	Jayden Perez	PreK
Cristina	Jordan Perez	5th
" "	Cristopher Lopez	Pre K
	Vanessa Herrera	Kindergarten
Leeanna Rhodes	Genesis Hernandez	Pre-K
Roberto Hernandez	Zayden	
Shelba Irving	Anequa Kingsten Irving	K, 3, 4
Tonié Wally	Zion Thang	PreK
Dewayne Thomas	" "	
Diamond Britton	Mya Britton	K
Adriana Cardoso	Alexandra Velazquez	K
Jenesis Martin	Jaxton Shepherd	PE
Trynady Morales	Jordan Vasquez	4th
Trynady Morales	Aiden Vasquez	3rd

# TITLE 1 PARENT MEETING & OPEN HOUSE

SEPTEMBER 21, 2023

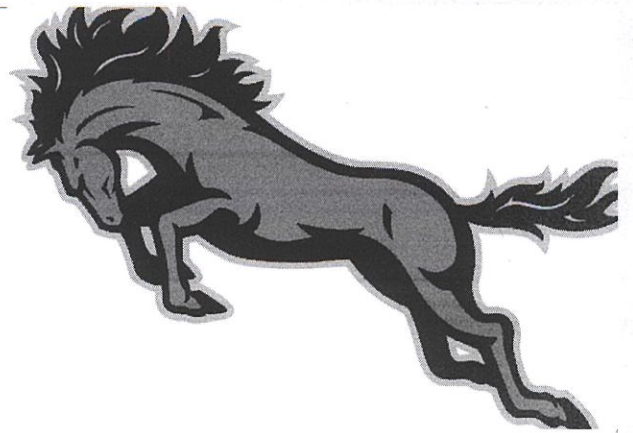


PARENT NAME	STUDENT NAME	GRADE
Maria Jimenez	Alexa Rosales	3
Loreta Sykes	Chanceley Bell	2
Nandali? Kenneth	Shawmen, Devon, Mason, Tyson	3, 1, 4, R
Jeanine Hinds	Lily Diaz	2
Yadira Olmos	Andrey & Arianna Olmos	5, 1
Marisa Lucio	Isabella Lucio	Pre-K
Josefina Duran	Alonso Alvarado	K 5
Rogelio Perez	Lydia Perez	1
Samantha Munoz	Mason garcia Graciela Munoz	1st, 5th
Irene Martinez	moises martinez	3rd
James Dermody	Avery Treadaway	Prek
Karina Miranda	Isabell Herrera Marianna Sanchez	4th & 5th
Michael Davis	Michael Davis	3rd
Karina Aguilar	Rubi Aguilar	2
Samuel Herrera	Pelilah Mendez	2nd



# TITLE 1 PARENT MEETING & OPEN HOUSE

SEPTEMBER 21, 2023

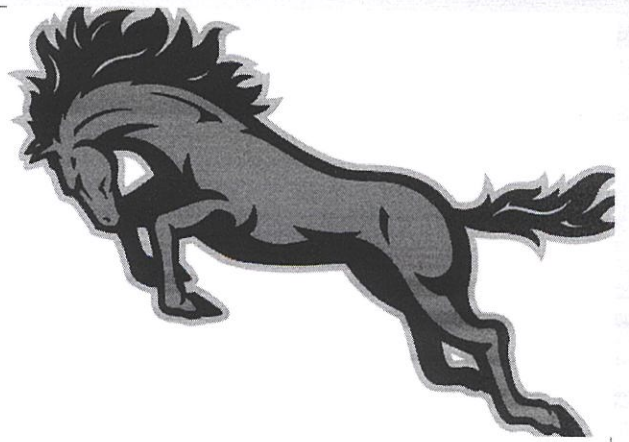


PARENT NAME	STUDENT NAME	GRADE
Marlin Alcalá	Ariadne M. Herrera	2 <sup>nd</sup>
Latonya Ball	Kamakhon-5 <sup>th</sup> Kamren	5 <sup>th</sup> 4 <sup>th</sup> 3 <sup>rd</sup>
Alexis Mottos	Layla-4 <sup>th</sup> Kaylah	3 <sup>rd</sup>
	Ashlyn / Valerie / Ruby	Kinder / 1 <sup>st</sup> / 3 <sup>rd</sup>
DeAnna Johnson	Zion Bough	Pre-K
Peter Del Rio	Peter Del Rio III / Adam G. Del Rio	1 <sup>st</sup> / 4 <sup>th</sup>
Maylon Jol	Mya Jackson	3 <sup>rd</sup>
Chasity Moseley	Estella Moseley	PK
Rufino Gregorio	Alejandro Moseley	PK
Thomara Cardenas	Kamita Pina	3 grade.
Susana Rosales	Sophia Rosales	5 grade
Ruben Rodriguez	Jonathan Rodriguez Reign	4 grade 3 grade
Anda Burt	Marlee Sandefur	3 <sup>rd</sup>
Sara Lopez	Danae Mejia	PK
Kassandra Canales	Sosiah Rodriguez	PrK
Sonia Tovar	Gael & Axel Sanchez	4 <sup>o</sup> 2 <sup>o</sup>



# TITLE 1 PARENT MEETING & OPEN HOUSE

SEPTEMBER 21, 2023

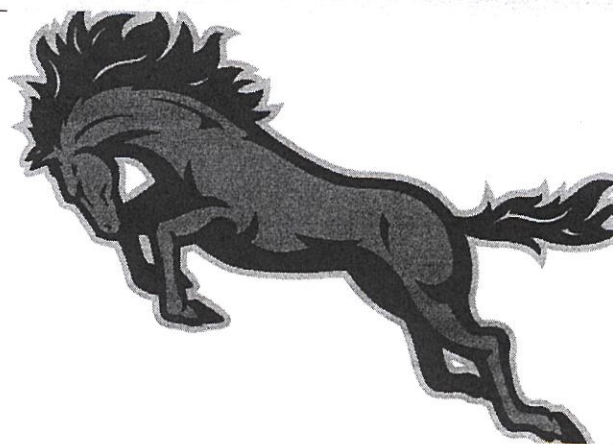


PARENT NAME	STUDENT NAME	GRADE
Maricela Vargas	Jonathan E Alarís	4 <sup>o</sup>
Melissa Medlen	Amelia Berryhill	4
Veronica Gonzalez	Eden Emir Mendoza	1 <sup>st</sup> 5 <sup>th</sup>
Tiffany Sanchez	Amir Morales	4 <sup>th</sup>
Kearstyn Trevino	Kage Trevino	3 <sup>rd</sup>
Maria Carranza	Jacqueline Campos, <sup>Miranda</sup> Campos	2 <sup>nd</sup> and Pre-K
Mari Tirado	Jacquelyn Garcia, <sup>Alejandra</sup> Garcia	3 <sup>rd</sup> & 4 <sup>th</sup>
Heriberto Cruz	Emily Cruz	PK
Alicia Mtz	Juan Salazar	4
Maria Hernandez	Sarah Garcia	1 <sup>st</sup>
Guadalupe C.	Anthony Gallegos	3
Barbara Flores	Noel Rodriguez	Pre-Kinder
Scarlet Osorio	Anna Martinez	Kinder
Oscar Gonses	Micha Garcia	5
Cludera Iripesky	Light OSeah	1 <sup>st</sup>



# TITLE 1 PARENT MEETING & OPEN HOUSE

SEPTEMBER 21, 2023

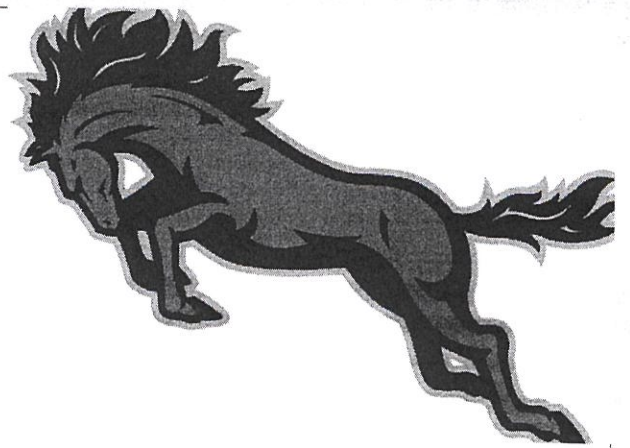


PARENT NAME	STUDENT NAME	GRADE
Adriana Ortega	Nataly Ortega	5th
	Arleth Ortega	2nd
Cristian Rodriguez	Giselle Rodriguez	1st
Rubén B. Bore	Noel B.	PK
Patricia Moreno	Ana Gutierrez	K
Jennifer Riera	Annaís Espinoza Cano	4th
Ana Carrillo <sup>Grandparent</sup>	Estevan Ordaz	PK
Miriam Muro	Anthony Muñoz	PK
Yaqelin	Alan Ramirez	PK.
Yaqelin	Dylan Ramirez	PK.
Rashad <del>Hartman</del> <sup>Hartman</sup>	Jordan Shepherd	PK 3.
Alexis Luera	Matthew Vasquez	1 & 5th
Michelle Luera	Dominic Vasquez	
Cipriane	Adilin Daniel	3rd
Bianca Gonzales	Adrian, Aubrey, Annalee Alarik	2nd, 1st, kinder, pre-K
Mireya Hernandez	Heidi Hernandez	4



# TITLE 1 PARENT MEETING & OPEN HOUSE

SEPTEMBER 21, 2023

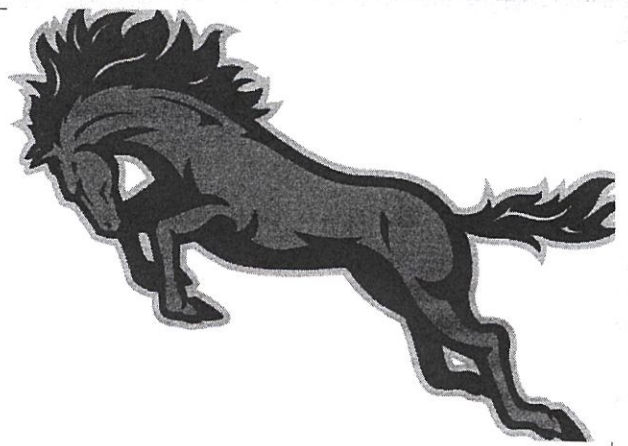


PARENT NAME	STUDENT NAME	GRADE
Brenda Dominguez	Kevin Dominguez	Kindergarten
Alicia Olmos	Naretxu, Nia Olmos	2nd, 4th.
Eva Garcia	Rodrigo Garcia	Pre-K
Eva Garcia	Samuel E Garcia	1st
Omar Salinas	Julian Guadalupe Salinas	1st Kindergarten
Kinder	Adrian, Abrey, Anaquel Alcaraz	2, 3, 4
Jennifer Collazo	Giovanni Collazo	Pre-K
Anna Gurel	Hayden Campbell	4th
Emmy Garcia	Ethan Castillo	4th
Elsa Garcia	Annabelle Gutierrez	4th
Tommy Gonzales	Gabriella Gonzales	2nd
Alondra Perez R.	Carolina Ruiz	1st
Alondra Perez R.	Jairo G. Ruiz	4th
Margarita Peter	Jesus Gonzalez	
Berenice Carrillo	Ariel Grimaldo	3th



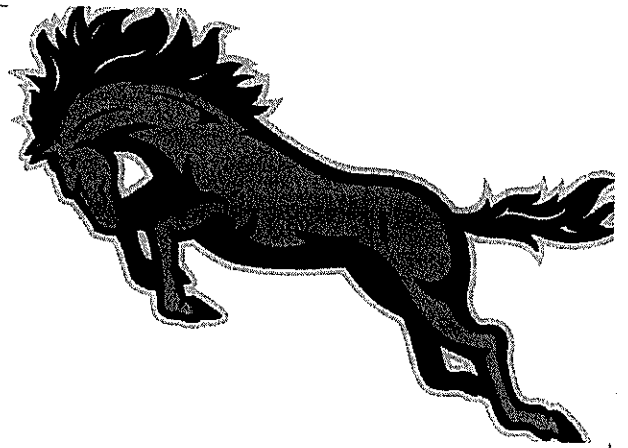
# TITLE 1 PARENT MEETING & OPEN HOUSE

SEPTEMBER 21, 2023



PARENT NAME	STUDENT NAME	GRADE
<del>Evelyn</del> Luna P.	Evelyn Muñoz.	5.
Luna P.	Sofia Muñoz	1.
Mercedes Aguilar	Mylene Aguilar	Kinden
Pdo Rosales	Emily Rosales	5
Brenda Vasquez	Luis Vasquez	5th
Cecilia Daniels	Charclae Daniels	1st
Noemi Valadez	Nathan Cadena	5th
Elna Valencia	Evelyn Palacios	4th
Elna Valencia	Jesus Palacios	1st
Fatima Duran	Allison / Fernando D.	1st / 4th

**SEPTEMBER 21, 2023**

[illegible]

# **GREENBRIAR ELEMENTARY** **TITLE 1 PARENT MEETING**

**5:30-7:00 PM**  
**THURSDAY**  
**SEPTEMBER 21ST**

## **AND OPEN HOUSE**

**PLUS PTO HOT  
DOG SUPPER!**  
**ONLY \$5.00**



- Learn how Title 1 benefits our school and students
- Visit your child's classroom
- Support the PTO by participating in the Hot Dog Supper (\$5.00)
- Buy a school spirit shirt
- Sign up for Parent Conference Week







# Greenbriar Title 1 Parent Meeting Sept 21, 2023



# TAKING LEARNING TO THE NEXT LEVEL



**GREENBRIAR ELEMENTARY**  
**2023-2024**





# Greenbriar

ELEMENTARY

## *Our* VALUES

- We believe students should feel safe and secure in all areas of the school.
- We believe students feel safe when their environment is predictable and inviting.
- We believe all kids learn in different ways and we must meet their unique needs.
- We believe students need a supportive environment where they are encouraged to take risks and try new things.
- We believe in the power of reading for enjoyment and the importance of developing a love of reading in students.

## *Our* VISION

All mustangs feel supported, respected, and loved individually as they continually learn and grow.

## *Our* MISSION

To provide an equitable and supportive environment, to collaborate with our school community, and to create and deliver innovative, individualized instruction.





# What is Title 1?

**Title I schools receive federal funding to address the academic needs of students and to assist them in meeting the state's high standards, particularly in the areas of reading, writing, science and mathematics.**

**Las escuelas de Titulo 1 reciben fondos federales para atender las necesidades academicas de los estudiantes y a ayudarles a cumplir las normas del nivel del estado, particularmente en las áreas de lectura, escritura, ciencias y matemáticas.**





# Title 1 gives parents:

- The right to be involved in their child's education.
- The right to request meetings and regular, meaningful, two-way communication about their child's progress.
- The right to participate in decisions about their child's education, including how Title I funds are spent.



# El Título 1 les da a los padres:



- El derecho a participar en la educación de sus hijos.
- El derecho a solicitar reuniones y comunicación regular, significativa y bidireccional sobre el progreso de su hijo.
- El derecho a participar en las decisiones sobre la educación de sus hijos, incluida la forma en que se gastan los fondos del Título I.

# **You may see these in your Title I School:**



- **Special learning events like Night at the Museum**
- **Training for families**
- **After-school tutoring**
- **Intervention classes - provide intensive assistance in reading and math**
- **Additional resource teachers or assistants who are highly qualified**
- **Additional training for school staff**
- **A variety of teaching methods and materials**



# **Puede ver esto en su Escuela de Título I:**



- **Eventos especiales de aprendizaje como Noche en el Museo**
- **Formación para familias**
- **Tutoría extraescolar**
- **Clases de intervención: brindan asistencia intensiva en lectura y matemáticas**
- **Profesores o asistentes de recursos adicionales altamente cualificados**
- **Formación complementaria para el personal de la escuela**
- **Una variedad de métodos y materiales de enseñanza**



# **Intervention Specialist: Ms. Richard**



- **Social-Emotional Support Services**
- **Small group and individual support (ex: social skills, coping skills)**
- **In-class student support**
- **Family resources**
- **Classes for parents**
- **Home visits**
- **Teacher training and support**
- **Oversees the Student Support Team**





# **Especialista de Intervención: Sra. Richard**



- **Servicios de apoyo socioemocional**
- **Apoyo individual y en grupos pequeños (por ejemplo, habilidades sociales, habilidades de adaptación)**
- **Apoyo estudiantil en clase**
- **Recursos familiares**
- **Clases para padres**
- **Visitas domiciliarias**
- **Formación y apoyo al profesor**
- **Supervisa el equipo de apoyo estudiantil**

# **Data Analyst: Ms. Cronenberg**



- **Assists teachers in creating data reports**
- **Provides training on how to read and use data reports to adjust teaching**
- **Organizes testing and Ensures all students have their accommodations**
- **Assists students and teachers with technology such as I pads**
- **Oversees MTSS and all academic interventions for students.**

# **Analista de datos: Sra. Cronenberg**



- Ayuda a los profesores a crear informes de datos
- Proporciona capacitación sobre cómo leer y usar informes de datos para ajustar la enseñanza
- Organiza pruebas y asegura que todos los estudiantes tengan sus adaptaciones
- Ayuda a estudiantes y profesores con tecnología como Ipads
- Supervisa el MTSS y todas las intervenciones académicas para los estudiantes.



# **Family Engagement Specialist: Ms. Call**



- **Assists parents in communicating with the school**
- **Monitors student attendance**
- **Conducts Attendance Recovery Sessions with students**
- **Works with PTO**
- **Conducts Parent Education classes**
- **Makes home visits**
- **Helps plan family events**

# **Family Engagement Specialist: Ms. Call**



- **Assists parents in communicating with the school**
- **Monitors student attendance**
- **Conducts Attendance Recovery Sessions with students**
- **Works with PTO**
- **Conducts Parent Education classes**
- **Makes home visits**
- **Helps plan family events**






# Parent Compact

## Compacto de Padres

**As a Title 1 Campus, we are committed to ensuring parental involvement in the educational experience of our students. As part of this commitment, we ask that all parents, teachers, and students work as a team and commit to certain responsibilities.**

**Como escuela de Título 1, estamos comprometidos a garantizar la participación de los padres en la experiencia educativa de nuestros estudiantes. Como parte de este compromiso, pedimos que todos los padres, maestros y estudiantes trabajen en equipo y se comprometan con ciertas responsabilidades.**



# Parental involvement



- Parent/Teacher Conferences
- Class Dojo
- Flyers
- Marquee
- School Website
- FWISD App
- Facebook/Twitter
- Mustang Minutes Newsletters
- Parent Portal

# Participación de los padres



- Conferencias de padres/maestros
- Clase Dojo
- Volantes
- Marquesina
- Sitio web de la escuela
- Aplicación FWISD
- Facebook/Twitter
- Boletines informativos de Mustang Minutes
- Portal para padres



# Have you signed up for Parent Portal?

Fort Worth ISD parents will now view student report cards online using Parent Portal. You can also view Progress Reports in Parent Portal.

Sign up online at  
<https://www.fwisd.org/parentportal>

**Padres del distrito escolar de Fort Worth ahora podran ver las boletas de calificaciones y reportes de progreso en linea mediante el Portal de Padres.**

**Registrese en  
<https://www.fwisd.org/parentportal>**



# Greenbriar Report Card



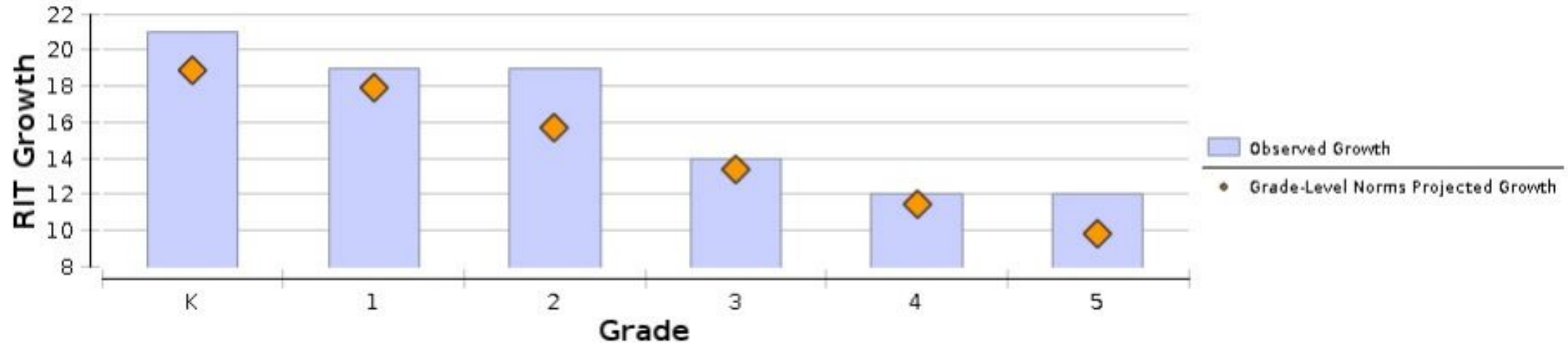
# MAP Growth Math

## 134 - Greenbriar ES

Math: Math K-12

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	53	138.7	10.5	54	159.3	11.3	66	21	1.1	18.9	0.71	76	53	33	62	60
1	52	154.8	10.4	26	173.8	10.3	34	19	1.0	17.9	0.40	65	52	29	56	54
2	61	170.5	14.0	29	189.0	15.9	47	19	1.0	15.7	1.16	88	61	40	66	61
3	53	180.3	14.9	12	194.4	17.2	16	14	1.0	13.4	0.31	62	53	27	51	47
4	60	192.1	14.3	16	204.0	15.9	19	12	1.0	11.4	0.22	59	60	35	58	52
5	59	202.9	16.2	22	215.0	16.7	33	12	0.8	9.8	0.91	82	59	36	61	59

## Math: Math K-12





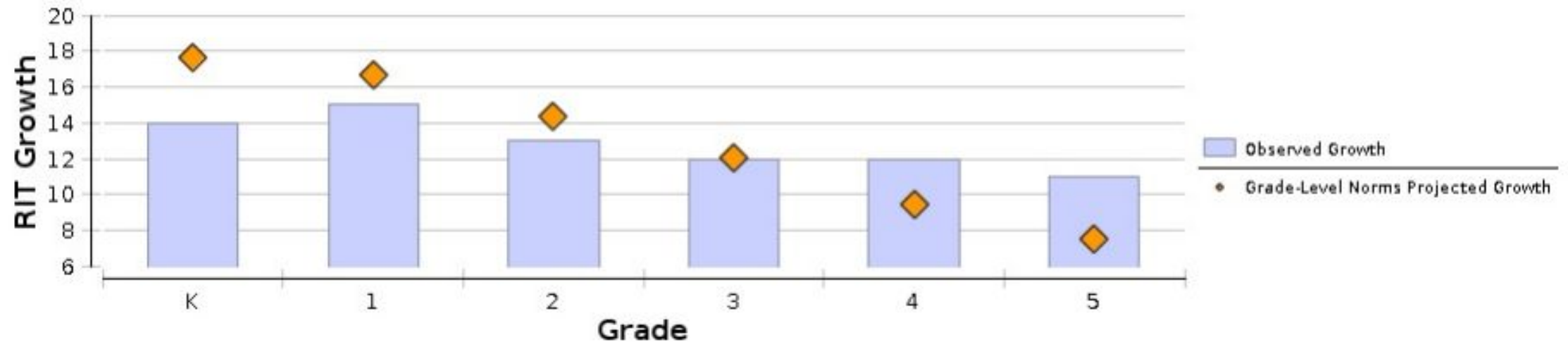
# MAP Growth Reading

## 134 - Greenbriar ES

Language Arts:  
Reading

Grade (Spring 2023)	Total Number of Growth Events†	Comparison Periods								Growth Evaluated Against					
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms		
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percent of Students Who Met Growth Projection
K	29	136.2	8.0	56	150.3	11.1	30	14	1.8	17.6	-1.35	9	29	10	34
1	21	152.0	11.1	32	167.3	10.2	26	15	1.7	16.7	-0.52	30	21	9	43
2	61	163.0	16.0	11	176.3	15.5	10	13	1.0	14.4	-0.41	34	61	24	39
3	53	178.3	16.6	16	190.3	14.9	17	12	1.1	12.0	-0.02	49	53	25	47
4	60	189.9	13.7	21	202.1	14.1	35	12	1.2	9.5	1.23	89	60	37	62
5	59	200.1	16.2	31	211.2	14.0	51	11	1.0	7.5	1.72	96	59	44	75

## Language Arts: Reading



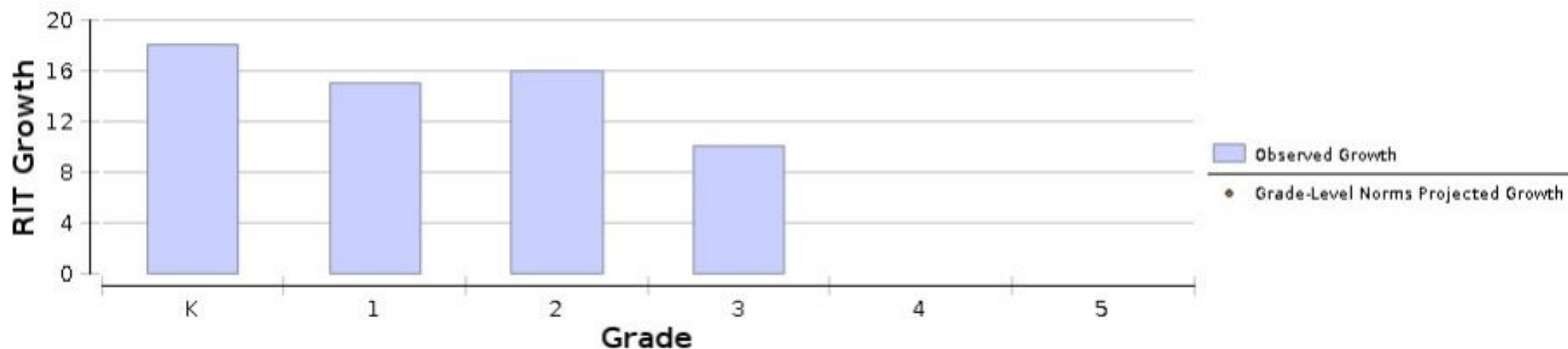
## 134 - Greenbriar ES

# MAP Growth Spanish Reading

Language Arts:  
Reading (Spanish)

		Comparison Periods								Growth Evaluated Against						
		Fall 2022			Spring 2023			Growth		Grade-Level Norms			Student Norms			
Grade (Spring 2023)	Total Number of Growth Events†	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K	24	138.8	9.2		156.4	10.3		18	1.6				24	10	42	44
1	30	147.4	12.7		162.2	12.2		15	1.3				30	9	30	38
2	31	160.2	12.8		176.1	12.1		16	1.7				31	15	48	44
3	21	183.8	11.2		193.8	12.2		10	1.4				21	14	67	61
4	0	**			**			**					**			
5	0	**			**			**					**			

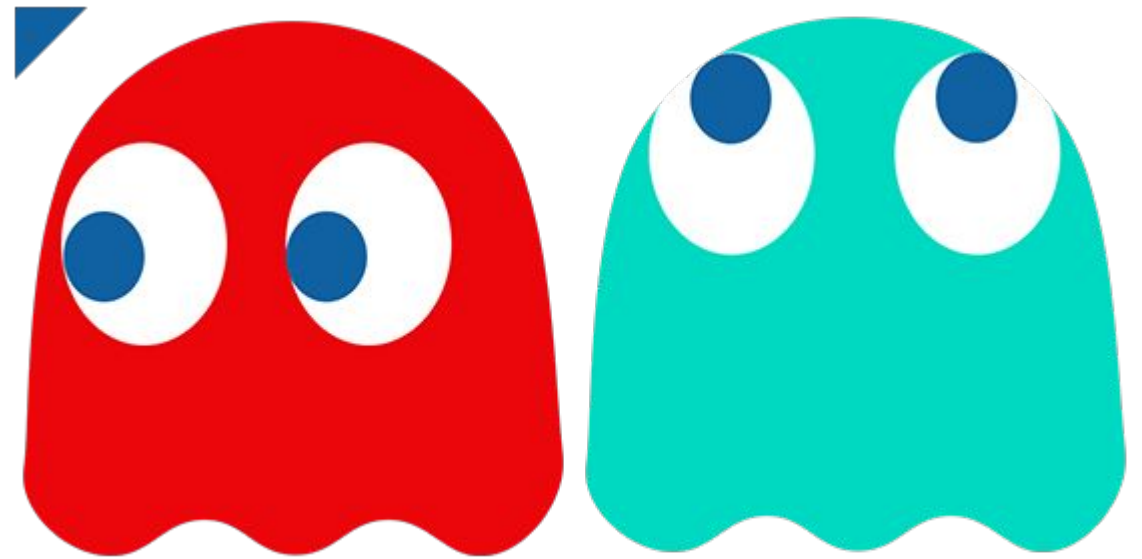
## Language Arts: Reading (Spanish)



# Texas State Rating for Greenbriar

## Calificación del estado de Texas para Greenbriar

- We have not yet received our State Rating for 2022-2023
- **Our Rating for 2021-2022 is "B"**
- Todavía no hemos recibido nuestra calificación estatal para 2022-2023
- **Nuestra calificación para 2021-2022 es "B"**





## GREENBRIAR ES

Overall Score & Rating:

3.9

4 of 5 Stars

★★★★★

Performance Framework Metric	Result	Score (out of 5)	Weight
------------------------------	--------	------------------	--------

### Educational Excellence: 80% of Overall Score

Student Achievement (Domain 1) Scaled Score	60	2.0	10%
STAAR Growth (Domain 2A) Scaled Score	88	4.0	5%
STAAR Relative Performance (Domain 2B) Scaled Score	67	2.0	10%
% Meeting Projected MAP Growth - Reading	54%	4.0	10%
% of Opportunity Group Meeting Projected MAP Growth - Reading	53%	4.0	10%
% Meeting Projected MAP Growth - Math	60%	5.0	10%
% of Opportunity Group Meeting Projected MAP Growth - Math	56%	5.0	10%
% Meeting K-3 Reading Fluency Goals on MAP	51%	3.0	5%
% of English Learners Progressing One Level on TELPAS	50%	5.0	5%
% Pre-K On Track - Phonological Awareness	88%	3.0	5%

### School Experience: 20% of Overall Score

% Chronically Absent	15%	5.0	5%
% Teacher Attendance	95%	4.0	5%
Suspension Disproportionality - African American Students	-1	5.0	5%
Suspension Disproportionality - Special Education Students	4	5.0	5%
Student, Parent, and Teacher Survey Results	To be added	-	-

OVERALL SCORE

3.9

100%



# Open House

- Visit your child's classroom to see what they have been learning this year
- PTO Hot Dog Supper \$5.00 (cafeteria)
- Fort Worth Sports Soccer (Gym)
- Visite el salón de clases de su hijo para ver lo que ha estado aprendiendo este año
- Cena de hot dogs del PTO \$ 5.00 (cafetería)
- Fort Worth Sports Soccer (Gimnasio)



# THANKYOU FOR PLAYING



Time to Visit the Classrooms  
Tiempo para visitar las aulas

