

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Herrera, Hilda V

Campus Name: 132 - Glen Park ES

Executive Director: Marion Mouton

Fort Worth ISD Mission Statement

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

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2021.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2021.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2021.

School Profile

Student Enrollment by Program

Attendance Rate: 90

Special Education: 8.3

Dual Language/ESL: 63.8

Gifted and Talented: 11.9

Career and Technology: 0

Percentage of at-risk students: 77.5

Percentage of English Language (EL) students: 66.8

Percentage of economically disadvantage students: 95.9

2020-2021 Campus Site-Based Committee

Name	Role
Hilda Herrera	Principal
Sonja Starr-Malone	Principal
Elaine De La Vega	Teacher
Keishea Shaw-Mack	Campus Non-Teacher Professional
Peduel Cruz Velazco	Teacher
Lillian Johnson	Teacher
Edward Arias	Parent
Father Diaz	Community Representative
Denise Martinez	Campus Non-Teacher Professional
Rebecca Sayman	Teacher
Isabel Sanders	Campus Non-Teacher Professional
David Guerra	District Level Staff
Wanda Rodriguez	Campus Non-Teacher Professional
Yvette Arias	Parent

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Glen Park ES. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2021-2022, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 73	84 - B
Domain 2: School Progress 85	
Domain 3: Closing The Gaps 82	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 1

Top 25 Percent: Comparative Academic Growth: 1

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

Campus Assurances and Certification for the 2020-2021 School Year

I certify acceptance and compliance with all provisions set forth by:

Yes the Fort Worth ISD School Board;

Yes the Texas Education Code;

Yes Title I, Part A; and

No Turnaround Plans

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

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

Comprehensive Needs Assessment Summary for 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.
Demographics	1. Large Bilingual Population 88% Hispanic 65% EL	1. At Risk 87% Economic Disadvantage 96% Student need a variety of additional resources. We will continue with resources and incentives through programs such as AR and Attendance that promote motivation and success. 2. Student high tardy/absentee rate impacts the start of the day and instructional time gain on a consistent basis. 3. 4. Enrollemnt continues to decline 560-515 (20-21) 5. Low attendance rate 95.6% 6. 95.9 Economic Disadvantaged population requires varied resources	1. To provide quality data driven instruction utilizing students' data and incorporate targeted professional development opportunities.
	2. Attendance increased slightly in 18-19 school year from 94.5 to 95.5. Mid-year attendance for 19-20 is 95.9%		2. To create a safe learning environment for all students and staff utilizing a variety of SEL tools/resources.
	3. Incentives have proven to motivate students who have not experienced significant success in their education.		3. To partner with all stakeholders to continue fostering a positive campus culture.
	4. 66.8% EL population, 90.8 Hispanic, 2% White, 6.4 AA		4.
	5. 8.5 to 12.5 increase in Mobility Rate		5. To meet students' needs for college and careet readiness
	6. Diverse staff (gender, age, various countries of orgin represented)		6. To partner with stakeholders
Student Achievement	1. Longitudinal data indicates a gradual increase in student achievement and progress. 17-18 "B" rating (81) Distinction in Reading 18-19 "B" rating (84)	1. Data tracking system for students needs to be implemented to ensure student success.	8. To ensure social and emotional supports are provided to students and families in need
	2. TELPAS data indicates progress toward English Language Proficiency in LEP students.	2. Teacher use of recommended instructional materials, including content-rich texts, will be utilized during instruction and in the hands of students.	9.
	3.	3.	
	4. 2 Distinction in Academic Growth, ELA/Reading	4. Achievement scores Reading increased 80-46-21 Growth goal 81-46-47-22. Lessons designed to engage, motivate, and assist student in setting goals for their learning.	
	5. Logitudinal Data indicates a gradual increase in student achievement and progress. "B" School 84 - 3 point increase from previous year	5. Achievement in math scores 67% ot 72% 72/41/21 6. Achievement scores in Writing increase by 8% 53% to 65% Science increased from 60% to 69%.	

School Culture and Climate	1.	High social media engagement celebrating achievements.	1.	Positive staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed.
	2.	All staff is familiar with the importance of establishing good relationships and greeting students. A variety of PBIS strategies are implemented throughout the school day.	2.	Students need a variety of additional resources. We will continue with resources and incentives through programs such as AR and attendance to promote motivation and success.
	3.		3.	Social/emotional strategies and tools/resources are needed for students who are identified as high risk or demonstrate a need for these strategies.
	4.	63.2 of teachers with 5+ years experience	4.	Promote a sense of urgency among all stake holders in the quest for academic success of all students.
	5.	Caring and nurturing environment focused on the social emotional needs of students and learning community.	5.	Continue with SEL/PBIS through Character Education and Restorative Practice. These practices must be in place and successful to promote transformation and racial healing in our society.
			6.	In order to address the residual effects of COVID; systems will need to be put in place to address the physical and emotional safety of the learning community.
Staff Quality/ Professional Development	1.	Teacher retention is high. 55% of teachers have 5+ years of experience.	1.	Promote a sense of urgency among all stakeholders in the quest for academic success of all students.
	2.	Teacher selection and assignment is based on demonstrated track record of student achievement and adult leadership skills.	2.	Individualized professional development plans are developed and implemented to support all staff.
	3.		3.	Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching. Targeted training includes adult facilitation and team dynamics.
	4.	Building capacity in all staff	4.	Staff development is needed to insure there is equity and equality in all aspects of the Glen Park community. This should include cultural and racial qualities and injustice
	5.	29% of teachers have Masters degree	5.	Quality professional development that builds teacher capacity in data driven instruction that engages, motivates, and promotes student success.
	6.	Teacher led professional development		
Curriculum, Instruction, and Assessment	1.	Campus incorporates district scope and sequence, units, and assessments are aligned to the standards for all tested subject and grade areas.	1.	Teachers will implement interventions in a timely manner to ensure academic progress.
	2.	Supplemental materials available: Renaissance Learning (STAR, Early Literacy, and Accelerated Reader), Mentoring Minds / Measure Up, Engaging Math (2nd-5th)	2.	PLC agendas will include time to make connections between data analysis, design and deliver reteach plans, and provide appropriate instructional materials.
	3.		3.	
	4.	Teachers becoming more proficient in systems and working with data	4.	Continued training in the integration of literacy across all content.
	5.	PLC and opportunities to analyze data is evolving	5.	Consistency of implementation of district and campus programs and initiatives.
	6.	Improvement in	6.	Training and support for innovative ways to teach students who are learning from home.

Family and Community Involvement	1.	Glen Park has a climate of mutual respect of all stakeholders.	1.	Provide parent engagement opportunities.
	2.	Community relationships have been established and will continue to grow.	2.	Review and refine the mission, vision, and values to include the authentic and collaborative involvement and investment of administrators, teachers, parents, students and community members.
	3.		3.	
	4.	Library circulation includes parent check out. Continued growth	4.	Participation in an organized PTO still lacking
	5.	Parents and community members are supportive of the school	5.	Many parents unable or do not have the knowledge to assist students in academics at home. Additional supports will be necessary for parents of students who are learning from home.
	6.	Support from adopters such as National Farm Life and Fort Worth Water Department	6.	Parent Liaison to assist parents
School Context and Organization	1.	Glen Park stakeholders are vested in the community.	1.	Individualized strategies will be designed and shared to ensure students are performing at high levels, while also providing them with internal and external motivation.
	2.	Campus practices and policies demonstrate clear expectations and shared ownership for student success.	2.	Students will track individual progress of academic goals. It will be visible in every classroom to foster student ownership and goal setting.
	3.		3.	
	4.	Low discipline referrals	4.	High social-emotional support needed
	5.	Award-winning social media	5.	Enrichment opportunities for students through afterschool clubs, sports, and programs.
	6.	All students receive Coding opportunities and Digital Citizenship Instruction	6.	Systems must be in place to ensure the health of the campus as related to Covid and other pathogens that an unhealthy environment.

Academic Excellence Goals

Fort Worth Independent School District 2020-2021 Academic Excellence Goals Action Plan

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Early Literacy -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.	--	43.00	--	47	
	By June 2021, 3rd grade students will increase reading skills on MAP by 3% from BOY to EOY assessment.					EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Hire Instructional support personnel to assist in helping students reach academic success once data conversations (collecting, analyzing, instructional decisions and progress monitoring) have occurred with necessary personnel.	Hire a data analyst.	Principal	7/27/2020	Title I	79,000	Completed	By May 2021, students will demonstrate 4% growth in reading and math skills as measured by MAP.
2 Title I	Hire Instructional support personnel to assist in helping students reach academic success once data conversations (collecting, analyzing, instructional decisions and progress monitoring) have occurred with necessary personnel.	Provide resources for Tier 1 Instruction for targeted groups of students.	Principal,Instructional Leadership,Student Support Services	6/18/2021	SCE	5,220	Not Started	By May 2021, students will demonstrate 4% growth in reading and math skills as measured by MAP.
3 Title I	Hire Instructional support personnel to assist in helping students reach academic success once data conversations (collecting, analyzing, instructional decisions and progress monitoring) have occurred with necessary personnel.	Instructional assistants to support students with academic support.	Principal,Other	8/31/2020	Title I	58,840	On Target	By May 2021, students will demonstrate 4% growth in reading and math skills as measured by MAP.
4 Title I	Provide professional development, materials and supplies for instructional use to target reading and math skills.	Materials and supplies for instructional use during Tier 1 Instruction.	Data Analyst	4/1/2021	Title I	4,000	On Target	By April 2021, 3rd - 5th grade students will demonstrate increase in reading and math skills as measured by every district benchmark.
5 Title I	Provide professional development, materials and supplies for instructional use to target reading and math skills.	Professional development, pullouts and tutoring.	Principal	6/1/2021	Title I	2,000	Not Started	By April 2021, 3rd - 5th grade students will demonstrate increase in reading and math skills as measured by every district benchmark.
6 Title I	Provide professional development, materials and supplies for instructional use to target reading and math skills.	Provide additional materials, supplies for use in the classroom. (Technology)	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	3/1/2021	Title I	2,000	Not Started	By April 2021, 3rd - 5th grade students will demonstrate increase in reading and math skills as measured by every district benchmark.

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2020-2021 Mission Goals Action Plan

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students in lowest performing student group for all subjects performing at or above Meets Grade Level as measured by STAAR will increase from	59	63	EOY
	By June 2021, 5th grade students will increase 3% as measured by STAAR in Science.	69	72	

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Provide differentiated resources to diminish academic gaps between special populations of students.	Resources, supplies and materials for Bilingual students.	Principal, Instructional Leadership, Teacher(s)	5/3/2021	Bilingual	1,843	On Target	By April 2021, special populations of students will demonstrate a 3% increase as measured by Reading and Science benchmarks.
2 Title I	Provide differentiated resources to diminish academic gaps between special populations of students.	Materials, supplies and resources for GT students.	Principal, Instructional Leadership, Teacher(s)	5/3/2021	Gifted & Talented	410	On Target	By April 2021, special populations of students will demonstrate a 3% increase as measured by Reading and Science benchmarks.
3 Title I	Provide differentiated resources to diminish academic gaps between special populations of students.	Supplement supplies for SPED students.	Principal, Instructional Leadership, Teacher(s), Student Support Services	5/3/2021	Special Education	3,273	On Target	By April 2021, special populations of students will demonstrate a 3% increase as measured by Reading and Science benchmarks.

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	164	300	
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from			
	By June 2021, a safe learning environment will be created for all students and staff in order to minimize risk of COVID-19.			

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	Provide workshops (in-person/virtual) for parents to become parent portal account holders.	Parent engagement workshops to support parents.	Student Support Services	6/18/2021	Title I	3,000	Not Started	By January 2021, an increase of 25% of parents will be able to access Parent Portal in order to access their child's report card.
2 Title I	Provide workshops (in-person/virtual) for parents to become parent portal account holders.	Provide incentives to attend workshops	Principal, Assistant Principal, Instructional Leadership, Teacher (s), Student Support Services, External Stakeholder, Other, Data Analyst	6/18/2021	Title I	1,000	Not Started	By January 2021, an increase of 25% of parents will be able to access Parent Portal in order to access their child's report card.
3 Title I	Attain resources to incorporate PBIS strategies and provide SEL support in the classroom..	Provide tools/resources to reduce social emotional outbursts.	Principal, Assistant Principal, Instructional Leadership, Teacher (s), Student Support Services, External Stakeholder, Other, Data Analyst	6/1/2021	Title I	1,000	On Target	By June 2021, a decrease of 20% of student discipline referrals will be demonstrated on Focus.
4 Title I	Attain resources to incorporate PBIS strategies and provide SEL support in the classroom..	Professional development opportunities will be provided to all staff.	Student Support Services	6/18/2021	Title I	1,000	On Target	By June 2021, a decrease of 20% of student discipline referrals will be demonstrated on Focus.
5 Title I	Attain resources to incorporate PBIS strategies and provide SEL support in the classroom..	Provide support to families with necessary workshops to help their students with social/emotional outbursts.	Principal, Assistant Principal, Instructional Leadership, Teacher (s), Student Support Services, External Stakeholder, Other, Data Analyst	6/18/2021	Title I	1,819	On Target	By June 2021, a decrease of 20% of student discipline referrals will be demonstrated on Focus.
6 Title I	Provide necessary materials and equipment to ensure academic learning environment is equitable for all students.	Counselor supplies, student uniforms, furniture, maintenance contract services, technology purchase and maintenance, etc.	Principal, Assistant Principal, Instructional Leadership, Teacher (s), Student Support Services, External Stakeholder, Other, Data Analyst	6/1/2021	Local (Basic Allotment)	17,014	On Target	By May 2021, students will demonstrate an increase of 3% in reading and math as measured by MAP and CLI Engage.

7	Title I	Provide a safe learning environment and necessary tools for all students and staff.	Provide student dividers for desks and other locations.	Principal	12/18/2020	Title I	2,500	Not Started	By June 2021, all staff and students will have a safe learning environment with the necessary tools to reduce the risk of COVID-19 as measured by district reports.
8	Title I	Provide a safe learning environment and necessary tools for all students and staff.	Provide necessary PPE to ensure all stakeholder's safety during COVID-19.	Principal	2/1/2021	Title I	1,000	Not Started	By June 2021, all staff and students will have a safe learning environment with the necessary tools to reduce the risk of COVID-19 as measured by district reports.

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

