

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Bailey, Edra

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

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: 85

Special Education: 8.8

Dual Language/ESL: 42.5

Gifted and Talented: 7.2

Career and Technology: 0

Percentage of at-risk students: 66.8

Percentage of English Language (EL) students: 43.3

Percentage of economically disadvantage students: 95.8

2020-2021 Campus Site-Based Committee

Name	Role
Edra Bailey	Principal
Veleria Brown	Additional Representative Appointment
Shelly Marshall (Klumpp)	Teacher
Michayla Richardson	Teacher
Frances Long	Teacher
Christa Watkins	Teacher
Vickie Russell	Teacher
Gerda Etienne	Campus Non-Teacher Professional
Lynn Hobbs	Parent
Andrew Chambers	Business Representative
Alisa Jones	Campus Non-Teacher Professional
Amy Chance	Parent
Karla Favela	Parent
Gale Bessire	District Level Staff

Accountability Summary

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

Beginning with 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 65	77 - C
Domain 2: School Progress 77	
Domain 3: Closing The Gaps 76	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

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	<ol style="list-style-type: none"> There are two or more dual language classrooms to support EL learner We have 4 full pk classrooms and 5 full kinder classrooms Special Education population (GT DYX, and Sped continues to increase. 	<ol style="list-style-type: none"> EL students are still struggling with language acquisition campus wide. Less than 55% of our students are progressing toward their smartys goal. At least 85% of our students do not have the devices to access online learning. Resulting in the deployment of over 100 devices. 	<ol style="list-style-type: none"> 1. Students are entering the tested content grade level, two or more grade levels behind in reading. 2. Students are entering the tested content grade level, two or more grade levels behind in math. 3. Students are entering school with social emotional deficits that impedes instruction.
Student Achievement	<ol style="list-style-type: none"> Met Standard Rating as C campus. 	<ol style="list-style-type: none"> On average students are entering 3rd grade two years below grade level in reading. On average students are entering 3rd grade two years below grade level in math. Inequitable access to consistent instruction will lead to huge achievement gaps. 	<ol style="list-style-type: none"> 4. Instructional best practices across grade levels are generally inconsistent for diverse learners. 5.
School Culture and Climate	<ol style="list-style-type: none"> Character Counts Program Restorative Practices Small group counseling sessions . 	<ol style="list-style-type: none"> Increased number of students with social and emotional issues. Strategies to motivate our students. The majority of our students need social & emotional support as a result of pandemic quarantine and adjusting to virtual learning. 	
Staff Quality/ Professional Development	<ol style="list-style-type: none"> Highly Qualified Teachers and Teacher Assistants Professional Development opportunities on and off campus to support campus goals. 	<ol style="list-style-type: none"> Need for quality instructional practices in literacy across grade levels. Need for quality instructional practices in math across grade levels. Need for PD on Effective interventions. 	
Curriculum, Instruction, and Assessment	<ol style="list-style-type: none"> Instructional Planning calendars Achieve 3000, Prodigy and Pathblazers for Literacy. 	<ol style="list-style-type: none"> The need for additional, aligned online resources to support student online learning. Common assessments in all grade levels. Campuswide goal setting and individual growth goals. 	
Family and Community Involvement	<ol style="list-style-type: none"> Communication: Parent Portal, FWISD App; School Website; Facebook; Twitter, Dojo; Planners Reinstated PTA 	<ol style="list-style-type: none"> Increase student daily attendance Increase parental membership in the parent teacher organization. 	
School Context and Organization	<ol style="list-style-type: none"> Scheduled common grade level planning and PLC time. An effective After School program that supports campus initiatives School leadership teams to share information and provide input in decision making. 	<ol style="list-style-type: none"> Master schedule to effectively utilize instructional time Academic and social/emotional support for struggling students Campus calendar with PLC Meetings, Parent Activities, ARD/504 meetings, Student Celebrations scheduled at beginning of the year. 	

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.	--	34.00	--		

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	Increase reading levels using unilateral processes for reading fluency and comprehension strategies, providing specific interventions and celebrating students growth and success on an ongoing basis.	Two Title I teacher assistants will pull small groups as identified by MAP fluency, Achieve Data and F&P benchmark assessments by October 2, 2020	Instructional Leadership, Teacher(s)	10/2/2020	Title I	141,575		80% of student reading levels in grades K - 5 will Increase by at least two Lexile reading levels from the beginning of the year as assessed by MAP Reading fluency assessments
2 Title I	Increase reading levels using unilateral processes for reading fluency and comprehension strategies, providing specific interventions and celebrating students growth and success on an ongoing basis.	Provide additional support for Tier 2 an Tier 3 instruction.	Principal, Assistant Principal, Instructional Leadership, Teacher (s), Student Support Services, External Stakeholder, Other, Data Analyst	5/28/2021	SCE	6,252		80% of student reading levels in grades K - 5 will Increase by at least two Lexile reading levels from the beginning of the year as assessed by MAP Reading fluency assessments
3 Title I	Address below level performance in using a unilateral writing process and providing specific interventions and opportunities for writing focus events throughout the year.	Conduct quarterly writing checks, focusing on student pieces by 10/28/2020	Instructional Leadership, Teacher (s), Other, Data Analyst	6/11/2021	Title I	2,000		80% of students in grades 2 -5 will score at least a 2 or higher on the STAAR Writing rubric by June 2021.
4 LEP	Increase the number of LEP students scoring advanced and advanced high by improving their competencies in speaking, reading, and writing domains on TELPAS.	ELPS posted and included along with objectives	Instructional Leadership, Teacher(s)	5/28/2021	Bilingual	1,692		80% of LEP students will score their score by one or more levels on TELPAS by June 2021.
5 SPED	Increase the number of LEP students scoring advanced and advanced high by improving their competencies in speaking, reading, and writing domains on TELPAS.	.Identify and provide strategic and specific student supports for all below level readers including, pullout, tutors, technology etc...	Instructional Leadership, Teacher (s), Student Support Services	10/30/2020	Special Education	7,243		90% of students with learning and or behavioral issues will be identified and receive support by February 2021..
6 Title I	Increase the number of students at meets or masters as identified by STAAR, MAPs and local assessments.	Purchase additional resources and supplies to support instruction.	Principal, Instructional Leadership	1/29/2021	Local (Basic Allotment)	13,302		80% of students will achieve meets or masters as identified by STAAR by June 2021.

7	Title I	Provide support materials for students qualifying for advanced services.	Purchase resources needed to support advanced academic learners.	Principal	11/20/2020	Gifted & Talented	259		100% students qualifying for advanced services will receive support by November 2020.
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		75	EOY
			75	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	Purchase instructional materials, supplies ,and the use of new software and technology to support classroom instruction, interventions, acceleration and student engagement.	Purchase all supplies needed for quality instruction including individual student school supplies, paper, pencils, makers, supplemental resources, software, technology etc...	Principal,Instructional Leadership,Other	10/2/2020	Title I	20,000		Increase student engagement by 90% through the use of interventions, acceleration by February 2021.
2 Title I	Provide quality professional development and instructional and campus, planning for teachers and staff including Small Group Guide Reading and Math, Benchmark Assessment Calendars, Teacher Advisors, PLC practices etc..	PD, PLCs and planning for grade level and vertical teams Provide quality professional development and instructional and campus, planning for teachers and staff including Small Group Guided Reading and Math, Benchmark Assessment Calendars, Teacher Advisors, PLC practices etc...	Principal,Instructional Leadership,Other	10/2/2020	Title I	6,000		100% of classroom instruction will be aligned horizontally and vertically by March 2021.
3 Title I	Provide additional small group interventions for struggling students with a focus on African American students in mathematics and LEP students who are not showing progress. This support will increase our student achievement levels in Domain 1 and 3.	Before, during and afterschool tutoring Provide additional small group interventions for struggling students with a focus on African American students in mathematics and LEP students who are not showing progress.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	5/14/2021	Title I	35,000		Student achievement levels in Domain 1 and 3 will increase to 80% by June 2021.

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

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The customer satisfaction percentage will increase through positive interaction between families from diverse backgrounds and school staff as measured by the Parent Stakeholder Survey from	---	80	July 2021
	PBIS - Disproportionate 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from			
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from			

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	Strengthen the positive strong connections among students, staff, and family that facilitate participation in school activities and governance, as well as the inclusion of the community at large in school activities.	Utilize extra help sub staff for "Push" days for (Powerschools, parent portal etc,,)	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	1/8/2021	Title I	1,000		Positive climate survey results regarding relationship building on the campus climate survey will increase 20% by June 2021.
2 Title I	Strengthen the positive strong connections among students, staff, and family that facilitate participation in school activities and governance, as well as the inclusion of the community at large in school activities.	Increase communication with the community by updating the campus marquee from stagnant letters to a digital display.		1/21/2021	Title I	20,000		Positive climate survey results regarding relationship building on the campus climate survey will increase 20% by June 2021.
3 Title I	Decrease the number of referrals and incidents being recorded in FOCUS.	Purchase treats and snacks students can purchase in the schoolwide store.		4/16/2021	Title I	5,000		The number of referrals and incidents being recorded in FOCUS will decrease by 10% by June 2021.
4 Title I	Provide incentives for students to participate in the Local Wellness activities.	Purchase healthy snacks, awards and incentives.	Principal,Assistant Principal,Student Support Services	4/23/2021	Title I	5,000		90% of students will participate in the Local Wellness activities by June 2021.
5					Title I	10894.00		
6					Title I	9000.00		

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:

