

# Fort Worth Independent School District 2020-2021 Campus Improvement Plan

**Principal:** Galindo, Blanca

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

**Executive Director:** Hilda Caballero

## 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: 55

Special Education: 7.7

Dual Language/ESL: 29.9

Gifted and Talented: 10.3

Career and Technology: 0

Percentage of at-risk students: 48.3

Percentage of English Language (EL) students: 22.6

Percentage of economically disadvantage students: 84.7

## 2020-2021 Campus Site-Based Committee

Name	Role
Blanca Galindo	Principal
Sharon Gartrell	Teacher
Dulce Rojas	Teacher
Turner Warren	Teacher
Ricky Ramirez	Teacher
Robin Whitehead	District Level Staff
Mornee Brown	District Employee Relations Council Representative
Amelia Pantoja	Parent
Luz Rojas	Parent
Barbara Sutton	Other
Ricky Cotto	Community Representative
Lisa Gruch-Emert	Business Representative
Gay Ingram	Community Representative
Christine Kelley	Additional Representative Apoinment

## Accountability Summary

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

Beginning with 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: <b>Student Achievement</b> 62	69 - D
Domain 2: <b>School Progress</b> 69	
Domain 3: <b>Closing The Gaps</b> 69	

### Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievemnt 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	1. PK – 5th Grade Campus with a 95% attendance rate	1. Increase attendance average of 96%	1. Strengthen Tier 1 instruction and provide targeted small group interventions for Tiers 2 and 3 students during school hours and extended hours. 2. Implement a language rich student centered classroom. 3. Increase strategies to engage our parents as educational partners. 4. Adopt new techniques for social emotional learning caused by trauma resulting from the pandemic.
	2. 68% Hispanic; 25% African American; 1% Caucasian; 3% Other; 2 or more races 3%; 85% ED; 23% ELL; 48% At-Risk; 11% GT; 6% SPED	2. Increase students' awareness of self-regulation by training teachers with researched based techniques for trauma sensitive classrooms.	
	3. 8% of students see the counselor, social worker or administrator for emotional or physiological needs. 20% of students are part of a daily group.	3. Address the negative impact of the Coronavirus pandemic on students' social competency and emotional self-regulation	
Student Achievement	1. Benchmark data indicated student achievement growth in math and reading from their 2018-2019 to their 2019-2020 scores.	1. Increase the number of students scoring at the Meets and Masters Levels.	
	2. Steady growth of Lexile levels across students groups	2. Increase rigorous instruction, lesson alignment, differentiation, target small group instruction and intentional monitoring for daily instructions increase TEKS alignment	
		3. A targeted intervention schedule for students who regressed academically during the school closure due to COVID-19.	
School Culture and Climate	1. High parental involvement and support	1. Parents want to know how to help their children succeed	
	2. Wellness and team-building activities at staff meetings, on waiver days and every Wednesday	2. Increase school to home communication	
	3. Opportunities for teachers to collaborate and support one another with instruction and SEL.	3. Parents lack knowledge of how to use web-based instructional tools to support student learning outside the classroom	
Staff Quality/ Professional Development	1. Targeted professional development	1. Professional learning to increase academic rigor and lesson alignment	
	2. Teachers have diverse ethnic backgrounds	2. Vertical alignment PLCs for consistent instructional practices (PreK-5th Grades)	
	3. Vertical PLCs in 3rd-5th grades and Kinder - 2nd grades	3. Professional learning to design effective online instruction	
Curriculum, Instruction, and Assessment	1. Lesson Alignment in Kinder - 5th grades	1. Increase student communication and student centered instruction	
	2. Rtl process has led to early interventions	2. Improve instructional planning and delivery for deeper content knowledge	
	3. Current technology used in the classroom and the computer lab is for assessment of learning and basic skills	3. Utilize technology for student enrichment, high instructional engagement, extended learning and formative assessments	
Family and Community Involvement	1. Active participation from community volunteers, parents and school leaders during school hours	1. Difficult to communicate sensitive information; such as, suicide, human trafficking	
	2. Instant communication with parents through ClassDojo	2. Increase communication by consistently using ParentLink and marketing our brand	
	3. Active PTA board and members		

**School Context and Organization**

1.	Dedicated and collaborative staff that ensures every student progresses academically	1.	Small staff must take on multiple responsibilities
2.	Front office has a strong customer service	2.	Teachers unable to collaborate with others who teach the same grade level and subject due to only two teachers per grade level and/or content area
3.	FWAS Program offers engaging STEAM activities		

# Academic Excellence Goals

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

Campus Name: 148 - Nash ES, Charles L

Principal: Galindo, Blanca

Executive Director: Hilda Caballero

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.	--	44.00	--	60.00	
	Increase the percentage of 4th and 5th grade students who score at meets grade level or above on STAAR Reading from 45% to 60% by May 2021.		45.00		60.00	EOY
	Increase the percentage of Kinder - 2nd grade students reading on grade level or above according to Reading Fluency from 40% to 50% by May 2021.		40.00		50.00	May 28, 2021

### 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	Offer professional learning to improve teachers' ability to craft standards aligned reading lessons	Teachers will attend differentiated professional learning and receive feedback and coaching on their lesson plans.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	6/11/2021	Title I	1,500		Teachers craft lessons that are aligned to standards, resulting in improved instruction and increased student achievement on both district and state assessments.
2 Title I	Offer professional learning to improve teachers' ability to craft standards aligned reading lessons	Teachers will attend collaboration sessions to plan reading instruction that is both vertically aligned and aligned to grade level standards.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	6/11/2021	Local (Basic Allotment)	2,520		Teachers craft lessons that are aligned to standards, resulting in improved instruction and increased student achievement on both district and state assessments.
3 Title I	Offer professional learning to improve teachers' ability to craft standards aligned reading lessons	Purchase essential supplies and resources for Tier 1 reading instruction.	Principal,Assistant Principal	2/26/2021	Title I	3,026		Teachers craft lessons that are aligned to standards, resulting in improved instruction and increased student achievement on both district and state assessments.
4 Title I	Improve PLC practices in order to facilitate peer collaboration and feedback regarding instructional delivery and lesson alignment	Teachers will attend PLCs by grade-level and subject area to provide each other with feedback on their lesson plans and instructional delivery.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	3/26/2021	Title I	1,000		Teachers engage in collaboration with peers and provide each other with feedback, resulting in improved instruction and increased student achievement on both district and state assessments.

5	LEP	Create professional learning strand on disciplinary literacy and facilitating listening, speaking, reading, and writing across all content areas	All Teachers will read "Seven Steps to a Language-Rich Interactive Classroom".	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	4/30/2021	Bilingual	134	Students engage in listening, speaking, reading, and writing activities across all content areas, resulting in improved reading performance and increased student achievement on both district and state assessments.
6	LEP	Create professional learning strand on disciplinary literacy and facilitating listening, speaking, reading, and writing across all content areas	Teachers will attend professional learning on disciplinary literacy and receive feedback on their lesson plans and in the moment coaching on their reading instruction.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	6/11/2021	Title I	500	Students engage in listening, speaking, reading, and writing activities across all content areas, resulting in improved reading performance and increased student achievement on both district and state assessments.
7	LEP	Create professional learning strand on disciplinary literacy and facilitating listening, speaking, reading, and writing across all content areas	To address the needs of Tier 2 and 3 students, teachers will provide students with targeted acceleration during and after school hours.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	4/30/2021	Title I	2,000	Students engage in listening, speaking, reading, and writing activities across all content areas, resulting in improved reading performance and increased student achievement on both district and state assessments.
8	LEP	Create professional learning strand on disciplinary literacy and facilitating listening, speaking, reading, and writing across all content areas	Teacher will attend planning sessions to increase their capacity as reading instructors	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	4/29/2021	Title I	1,000	Students engage in listening, speaking, reading, and writing activities across all content areas, resulting in improved reading performance and increased student achievement on both district and state assessments.

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

Campus Name: 148 - Nash ES, Charles L

Principal: Galindo, Blanca

Executive Director: Hilda Caballero

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students at grade level or above in Math will increase from	33	50	May 28, 2021
	Increase the percentage of 3rd - 5th grade students who score at meets grade level or above on STAAR Math from 45% to 60% by May 2021.	33	50	May 28, 2021

### 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	Offer professional learning to improve teachers' ability to craft standards aligned math lessons	Teachers will attend differentiated professional learning and receive feedback and coaching on their lesson plans.	Teacher(s)	6/18/2021	Title I	1,000	Teachers craft lessons that are aligned to standards, resulting in improved instruction and increased student achievement on both district and state assessments
2	Title I	Offer professional learning to improve teachers' ability to craft standards aligned math lessons	Teachers will attend collaboration sessions to plan math instruction that is both vertically aligned and aligned to grade level standards.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	3/5/2021	Local (Basic Allotment)	3,004	Teachers craft lessons that are aligned to standards, resulting in improved instruction and increased student achievement on both district and state assessments
3	Title I	Offer professional learning to improve teachers' ability to craft standards aligned math lessons	Purchase essential supplies and resources for Tier 1 math instruction.	Principal,Assistant Principal	3/5/2021	Title I	2,000	Teachers craft lessons that are aligned to standards, resulting in improved instruction and increased student achievement on both district and state assessments
4	Title I	Improve PLC practices in order to facilitate peer collaboration and feedback regarding instructional delivery and lesson alignment	Teachers will attend PLCs by grade-level and subject area to provide each other with feedback on their lesson plans and instructional delivery.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	3/5/2021	Title I	3,000	Teachers engage in collaboration with peers and provide each other with feedback, resulting in improved instruction and increased student achievement on both district and state assessments
5	Title I	Coordinate and implement computer-based and in-person learning acceleration to support student growth and achievement in math	To address the needs of Tier 2 and 3 students, the TA III computer lab assistant will pull small groups to complete computer-based targeted acceleration in the lab.	Teacher(s),Other	6/18/2021	Title I	29,000	Students engage in targeted math interventions, resulting in academic growth and increased student achievement on both district and state assessments

6	Title I	Coordinate and implement computer-based and in-person learning acceleration to support student growth and achievement in math	To address the needs of special education students, differentiate instruction will be provided.	Teacher(s)	12/18/2020	Special Education	936	Students engage in targeted math interventions, resulting in academic growth and increased student achievement on both district and state assessments
7	Title I	Coordinate and implement computer-based and in-person learning acceleration to support student growth and achievement in math	To address the needs of GT students, enrichment will be provided.	Teacher(s)	12/18/2020	Gifted & Talented	194	Students engage in targeted math interventions, resulting in academic growth and increased student achievement on both district and state assessments
8	Title I	Coordinate and implement computer-based and in-person learning acceleration to support student growth and achievement in math	Purchase laptops for Tier 1 math instruction.	Principal	8/21/2020	Title I	11,200	Students engage in targeted math interventions, resulting in academic growth and increased student achievement on both district and state assessments

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

Campus Name: 148 - Nash ES, Charles L

Principal: Galindo, Blanca

Executive Director: Hilda Caballero

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from	2	4	May 28, 2021
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	6	4	June 18, 2021
	Health Related - (Target 100%) Percentage of students tested in FitnessGram that have report cards sent home will increase from	100	100	June 18, 2021

### 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	Engage parents as educational partners and provide them with the skills needed to support students' academic and social emotional growth	Development and implementation of virtual learning academies for parents with the assistance of our part-time liaison position	Principal,Assistant Principal,Other	1/29/2021	Title I	9,000		Parents will have the knowledge and skills needed to support their student's academic and social and emotional growth, resulting in increased student achievement and decreasing behavioral incidents.
2 Title I	Engage parents as educational partners and provide them with the skills needed to support students' academic and social emotional growth	Purchase of supplies and resources for socially-distanced "drive-thru" events for parents.	Principal,Assistant Principal,Other	1/15/2021	Title I	1,284		Parents will have the knowledge and skills needed to support their student's academic and social and emotional growth, resulting in increased student achievement and decreasing behavioral incidents.
3 Title I	Students will receive explicit daily instruction in social and emotional skills	Purchase and implement daily SEL curriculum to be utilized by classroom teachers and counselor.	Principal,Assistant Principal	10/16/2020	SCE	1,548		Students will receive intentional social and emotional support and learning, resulting in increased student achievement and decreasing behavioral incidents.
4 Title I	Students will receive explicit daily instruction in social and emotional skills	Principal, Assistant Principal, and School Counselor will receive professional learning to provide teachers with SEL professional learning.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Other	11/20/2020	Title I	3,500		Students will receive intentional social and emotional support and learning, resulting in increased student achievement and decreasing behavioral incidents.

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

**BOY Status:**



Principal Evidence:
Leadership Feedback:
<b>MOY Status:</b>
Principal Evidence:
Leadership Feedback:
<b>EOY Status:</b>
Principal Evidence:
Leadership Feedback:

