

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

**Principal:** Burgess, DeVona

**Campus Name:** 209 - Briscoe ES, Edward J.

**Executive Director:** Susan Hernandez

### 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: 65

Special Education: 6.7

Dual Language/ESL: 30.7

Gifted and Talented: 4.2

Career and Technology: 0

Percentage of at-risk students: 60

Percentage of English Language (EL) students: 30.7

Percentage of economically disadvantage students: 97.2

### 2020-2021 Campus Site-Based Committee

Name	Role
Devona Burgess	Principal
Charlene Louis	Additional Representative Appoinment
Jasmine Posada	District Level Staff
Charlece Thomas	District Level Staff
Councilwoman Kelly Allen Gray	Business Representative
Al Sutton	Business Representative
Jerome Johnson	Community Representative
Sacher Dawson	Community Representative
Sharia Chadwick	Teacher
Belinda Liggins	Teacher
Ashley Dean	Teacher
Kendall Ladner	Teacher
Tilyvonne Howard	Campus Non-Teacher Professional
Barbara Howard	Parent
Andrea Amerson	District Employee Relations Council Representative

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Briscoe ES, Edward J..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> 59	69 - D
Domain 2: <b>School Progress</b> 70	
Domain 3: <b>Closing The Gaps</b> 67	

### Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 1

Academic Achievemet 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. Diverse student population 31% EL (18 different home languages); 65% African American, 21% Hispanic, 10% White, 4% Other	1. Only 25 of 92 LEP students (27%) made acceptable progress (Spring 2019 TELPAS). Teachers must embed instructional strategies for Language Development and Content Acquisition (ELPS) into Tier 1 Core instruction	1. Early Literacy- Students K - 2 will increase at least three to six reading levels from the BOY to the EOY
	2.	2.	2. Reading -Increase the percentage of students grades 3 - 5 who score at meets grade level or above on STAAR Reading by at least 11%.
	3.	3.	3. Implement strategic behavior plan to increase instructional time
Student Achievement	1. Earned Science Distinction (2019 STAAR Results)	1. 34% of our African American students are reading below grade level, compared to 20% of our Hispanic students, and 9% of our White students. We need targeted on-going research-based literacy interventions to decrease the achievement gap.	4.
	2.	2.	5.
	3.	3.	
School Culture and Climate	1. Staff and students rate relationships and instructional environment as "more favorable" on the TAV scale (FWISD Stakeholder Climate Survey)	1. Staff and students rate physical safety and mental health as "less favorable" on the TAV scale (FWISD Stakeholder Climate Survey). Teachers need specialized training to address post COVID-19 trauma concerns (including deescalation strategies).	
	2.	2.	
	3.	3.	
Staff Quality/ Professional Development	1. 2nd Grade team is rolling up with their scholars to 3rd Grade to mitigate some of the disruption in learning due to the COVID-19 school closures.	1. Provide accelerated instruction for the 2nd grade scholars (28%) going into 3rd grade performing below grade level in Reading.	
	2. Streamlined PLC protocols for K-5th grades focused on instructional practices v. disaggregating data.	2. Provide accelerated instruction for the 2nd grade scholars (33%) going into 3rd grade performing below grade level in Math.	
	3.	3.	
Curriculum, Instruction, and Assessment	1. Vertical PLCs (K-5) in Math, Science, and Reading.	1. SPF - Shift focus from School Progress (1.2) to Academic Achievement (1.1) to obtain maximum growth in student learning outcomes. Teachers need meaningful and actionable professional learning on the newly revised curriculum and literacy philosophy	
	2.	2.	
	3.	3.	

<b>Family and Community Involvement</b>	1.	We currently have 7 community partnerships that provide wrap around social services for families.	1.	At Home Learning attendance is at 83%, meaning 17% (72 scholars) are not regularly engaged in virtual instruction. We must capture 100% of families to partner in achieving student academic goals.
	2.		2.	
	3.		3.	
<b>School Context and Organization</b>	1.	Instructional Leadership Team and Student Support Team work cohesively to address academic and social emotional learning needs.	1.	Decrease office referrals by 75% and maximize instructional time for the 16 persistent outliers by implementing traumainformed culturally responsive practices.
	2.		2.	
	3.		3.	

# Academic Excellence Goals

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

Campus Name: 209 - Briscoe ES, Edward J.

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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.	--	44.00	--	47%	

### 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	Literacy - By May of 2021, students in K-2 will increase 3 to 6 reading levels as measured by the Fountas and Pinnell reading assessment.	Data analyst will lead PLC and DDI meetings, help teachers examine data, understand students instructional needs and identify strategies and practices to address identified needs.	Data Analyst	6/14/2021	Title I	79,000	On Target	At least 90% of students K-2 will enter the next grade on grade level.
2 Title I	Literacy - By May of 2021, students in K-2 will increase 3 to 6 reading levels as measured by the Fountas and Pinnell reading assessment.	Purchase supplies and supplemental resources/materials to support the ongoing learning and health and safety needs for our students.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	6/14/2021	Title I	6,748	On Target	At least 90% of students K-2 will enter the next grade on grade level.

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: 209 - Briscoe ES, Edward J.

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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 at grade level or above in Reading will increase from	59	70	EOY
	By May of 2021 students in grades 3 - 5 will demonstrate an increase of at least 11% in overall performance in student achievement as measured by Domain	59	70	EOY
	EL- increase percentage of students demonstrating progress measure on TELPAS from 27% to at least 42%	27	42	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	ESF 5.1 All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.	Purchase supplemental Resources and snacks to support After school Learning Assistance Program (LAP) to close gaps (LLI) and Saturday Camps.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	6/14/2021	Title I	1,000	Not Started	By May of 2021 students in grades 3 - 5 will demonstrate an increase in student achievement from 59% to 70%
2 Title I	ESF 5.1 All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.	Subs for PD, Planning, Extra Duty and Tutoring	Instructional Leadership,Teacher(s)	6/14/2021	Title I	10,000	Not Started	By May of 2021 students in grades 3 - 5 will demonstrate an increase in student achievement from 59% to 70%
3 Title I	ESF 5.1 All teachers create and submit daily lesson plans that include clear objectives, opening activities, time allotments that indicate the amount of time spent on each step of the lesson, multiple, differentiated paths of instruction to a clearly defined curricular goal, including paths to meet the specific needs of students with disabilities and English learners among other student groups, and daily formative assessments along with exemplar responses.	Purchase supplies and supplemental resources/materials to support the ongoing learning and health and safety needs of students on the campus.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	6/14/2021	Local (Basic Allotment)	6,854	On Target	By May of 2021 students in grades 3 - 5 will demonstrate an increase in student achievement from 59% to 70%
4 LEP	ESF 5.1 All students will have rigorous learning experiences because the school will ensure objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.	Accelerated instruction using supplemental resources for our ESL student by our Specialized ESL Teacher.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	6/14/2021	Bilingual	251	On Target	By June 2021,our English Language Learners, English Language Proficiency will increase from 27% to 42% as measured by the TELPAS assessment

5	LEP	ESF 5.1 All students will have rigorous learning experiences because the school will ensure objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.	Purchase Summit K12 Program to support our ESL students with increasing the English Language Proficiency.	Principal,Assistant Principal,Instructional Leadership,Other	6/14/2021	Local (Basic Allotment)	3,000	On Target	By June 2021,our English Language Learners, English Language Proficiency will increase from 27% to 42% as measured by the TELPAS assessment
6	LEP	ESF 5.1 All students will have rigorous learning experiences because the school will ensure objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.	Purchase one chrome book cart and headphones to support use of supplemental programs for students	Principal,Other	10/30/2020	Title I	12,000	Not Started	By June 2021,our English Language Learners, English Language Proficiency will increase from 27% to 42% as measured by the TELPAS assessment
7	Title I	ESF 5.1 All students will have rigorous learning experiences because the school will ensure objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.	Purchase and use of supplemental resources to support needs of students.	Principal,Assistant Principal,Instructional Leadership,Other	6/14/2021	Gifted & Talented	130	Not Started	By June 2021, 32% of current identified students will move from Approaches to Meets/Masters, 42% to Masters, and 26% from Meets to Masters.
8	SPED	ESF 5.1 All students will have rigorous learning experiences because the school will ensure objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.	Purchase and use of supplemental resources to support needs of students.	Principal,Assistant Principal,Instructional Leadership,Teacher(s)	6/14/2021	Special Education	1,492	Not Started	By June of 2021 Students Receiving Special Education Services will meet or exceed their student achievement services performance by moving from 16 to at least 23 meeting the target.
9	SPED	ESF 5.1 All students will have rigorous learning experiences because the school will ensure objective-driven daily lessons, classroom routines, and formative assessments that yield the data necessary for teachers to reflect, adjust, and deliver instruction that meets the needs of each student.	Purchase one chrome book cart to support use of supplemental programs for students	Principal,Other,Data Analyst	11/2/2020	Title I	12,000	Not Started	By June of 2021 Students Receiving Special Education Services will meet or exceed their student achievement services performance by moving from 16 to at least 23 meeting the target.

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: 209 - Briscoe ES, Edward J.

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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	50	80	EOY
	PBIS - Disproportionate 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	21	15	EOY
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	50	75	EOY
	By June of 2021 the campus will increase the culture/climate survey results by at least 10% as measured by the 2019 FWISD Climate Survey.	70	80	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	ESF 3.4- Engage families with the use of the FWISD Parent Portal to gain access to their grades, attendance and current events on the campus.	Registration/Education Campaign during online registration and drive by school supplies pick ups	Principal,Assistant Principal,Other	10/30/2020	Title I	36000.00	On Target	By the May of 2020 at least 80% of parents/guardians will enroll in the Parent Portal and engage in district and campus online processes (attendance, report cards, etc.) as measured my the parent engagement portal
2 Title I	ESF 3.4- Engage families with the use of the FWISD Parent Portal to gain access to their grades, attendance and current events on the campus.	Provide extra duty pay for Communication Specialist to engage parents and all stakeholders before and afterhours for critical efforts to support parents with sign-up that will lead to student achievement.	Principal,Assistant Principal,Other	6/14/2021	Title I	1,000	On Target	By the May of 2020 at least 80% of parents/guardians will enroll in the Parent Portal and engage in district and campus online processes (attendance, report cards, etc.) as measured my the parent engagement portal
3 Title I	ESF 3.4- Engage families with the use of the FWISD Parent Portal to gain access to their grades, attendance and current events on the campus.	Use of incentives and snacks for sign-up and participation in Family Engagement opportunities	Principal,Assistant Principal,Other	6/14/2021	Title I	1,000	On Target	By the May of 2020 at least 80% of parents/guardians will enroll in the Parent Portal and engage in district and campus online processes (attendance, report cards, etc.) as measured my the parent engagement portal
4 Title I	ESF 3.2- Through the use of school-wide behaviors management systems (Restorative Practices) the number of students receiving referrals and OOS suspension will decrease.	Provide subs for Professional Development for teachers, support staff and Administrators	Principal,Assistant Principal,Other	6/14/2021	SCE	1,000	Not Started	The number of duplicate OOS Suspensions will decrease by at least 25% for our African American students.

5	Title I	ESF 3.3 Conduct a campus-wide wellness campaign with 6-week challenges led by the Campus Local Wellness Coordinator. Which will include the implementation of campus-wide strategies/challenges that focus on self-care and the health and wellness of students and staff members.	Implement a data-driven incentive program for faculty, staff and students.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst	6/14/2021	Local (Basic Allotment)	1,000	Below Target	Increase mental health and wellness of students and staff.
6	Title I	ESF 3.2- All staff and students are taught, practice, and reinforce behavioral expectations with a common language that will result in teachers and staff practicing explicit behavioral expectations and management systems throughout the building.	Provide resources to implement campus-wide explicit behavioral expectations and management systems for students and staff	Principal,Assistant Principal	10/30/2020	SCE	1,000	On Target	By June of 2021 the campus will increase the amount of time dedicated to instruction and decrease of discipline referrals by at least 25%
7	Title I	ESF 3.2- All staff and students are taught, practice, and reinforce behavioral expectations with a common language that will result in teachers and staff practicing explicit behavioral expectations and management systems throughout the building.	Conduct six weeks virtual assemblies to award students for progress, conduct and attendance and purchase incentives to support systems.	Principal,Assistant Principal,Teacher (s),Data Analyst	6/14/2021	SCE	964	Not Started	By June of 2021 the campus will increase the amount of time dedicated to instruction and decrease of discipline referrals by at least 25%

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:



