Fort Worth Independent School District
2019-2020 Campus Improvement Plan

Campus Name: 134 - Greenbriar ES   Principal: Montalvo, Nicole   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 2019.

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 2019.

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 2019.

School Profile
Student Enrollment by Program

Attendance Rate: 95.6	Career and Technology: 0
Special Education: 8.8	Percentage of at-risk students: 77.9
Dual Language/ESL: 42.4	Percentage of English Language (EL) students: 43
Gifted and Talented: 5	Percentage of economically disadvantage students: 85.9

2019-2020 Campus Site-Based Committee

Name	Role
Nicole Montalvo	Principal
Erica Davis	Teacher
Laurie Harrison	Teacher
Shatavia Davis	Teacher
Stephanie Betancourt	Teacher
Christine Yanger	Campus Non-Teacher Professional
Charlece Thomas James	District Level Staff
Bill Boyd	Community Representative
Meia Netter	Community Representative
Sandra Medina	Business Representative
Kyle Rowe	Business Representative
Shameka Brown	Parent
Oscar B. Counts Jr.	Parent
Savanna Castro	Parent
Kendra Dixon	Additional Representative Appoinment

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Greenbriar ES.The 85th Texas Legistation pased House Bill (HB) 22, establishing three domains for measuring performance of campuses:
Begining with 2019-2020, 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 58	62 - Met Standard
Domain 2: School Progress 62	
Domain 3: Closing The Gaps 63	

Campus Distinction Designations

Academic Achievement in Mathema.778 s719 Tf 0 0 0 rg 361.405 TL 55.448 Td (Acadu.TL 55.448 Td (Acadu.TL 5cRurrd93uPhi

Comprehensive Needs Assessment Summary for 2019-2020

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weakness?	Priorities What are we going to intervene? If addressed, this need will create the most impact.
Demographics	1. Pearls with Purpose builds positive self-identity and social skills in 4th/5th grade female students. 2. Parent University classes provided in English & Spanish to empower parents. 3. Attendance incentives for students and staff	1. Consistent strong male role models for male students 2. English vocabulary and language development 3. Equitable PBIS supports and interventions	1. Set clear expectations, provide consistent feedback, and celebrate successes. 2. Increase content knowledge and pedagogy to develop aligned lesson plans and monitor/adjust instruction based on data. 3. Students entering each grade level with the appropriate prerequisite skills. 4. Students demonstrate self-regulation, appropriate social skills, and conflict resolution to address behavioral and social-emotional needs. 5.
Student Achievement	1. Teaching Trust Impact Grade practices have led to growth in Reading & Math. 2. Strong school wide system for students tracking their growth on Achieve 3000 and Smarty Ants. 3. Campus Met Standard on Student Progress Measure.	1. Inconsistent monitoring and feedback systems due to implementing many initiatives at the same time. 2. Increased sustained reading stamina and exposure to literature. 3. Behavior and social-emotional needs support to allow students and their classmates to focus on learning.	
School Culture and Climate	1. Restorative Practices elements in all classrooms. 2. Campus Culture Routine 3. Campus wide Class Dojo implementation (teacher and parent communication).	1. More opportunities for staff to develop relationships, collaborate, and provide feedback to one another. 2. More opportunities for students to be recognized and celebrated. 3. Increased reliability and accountability to team, department, and campus.	
Staff Quality/ Professional Development	1. Teaching Trust Impact Grade applied systematic instructional planning and data practices. 2. Strategist team assists in planning Professional Development. 3. Teacher Leaders conduct Learning Walks to provide campus feedback and ensure quality of best practices.	1. Clear expectations and consistent feedback 2. Alignment of TEKS, Lesson Objectives, and Assessments 3. Analyzing data and using it to inform instruction	
Curriculum, Instruction, and Assessment	1. Campus wide Fountas & Pinnell assessments for PK-2 and 3-5 students reading below grade level 2. Campus wide system for Lesson Framing 3. Campus wide focus on SGGR protocol	1. Understanding how to unpack the TEKS 2. Common assessments and data meetings to discuss and plan from. 3. Data monitoring and RtI accountability	
Family and Community Involvement	1. Parent University 2. Campus wide Class Dojo implementation (teacher and parent communication) 3. Strong Community Partnerships	1. Opportunities for students to serve the community. 2. Opportunities for families to serve the school community. 3. Input from families on what they want and need from the school.	
School Context and Organization	1. Master Schedule starts with Inclusion/Resource students 2. Organization and structure of classrooms reflect RP best practices. 3. Master Schedule (lunch, Enrichment, etc.) designed to maximize instructional time	1. Master schedule that allows for increased data meeting/PLC time. 2. Campus wide implementation of morning routine (DEAR, writing, community building). 3. Increased Library open check-out time.	

4		Campus wide AR Program to enhance reading engagement. MOY- 70% of students will be their AR Goal EOY- 70% of students will be their AR Goal	Librarian will test all 1st-5th grade students on STAR Reading. Librarian will inform students of their AR level, and conference with students to set an AR goal. Teachers will provide students with at least 10 minutes of silent sustained reading each day, and create a system for students to take AR tests during the instructional day.	Other	5/28/2020		5,500	
5		Coach teams of 3rd-5th grade students for the Battle of the Books.	Librarian will identify teacher coaches for the Battle of the Books. Librarian will schedule and organize a Campus Battle of the Books competition. Librarian will work with coach of winning team to prepare for District competition.	Other	5/28/2020	Gifted & Talented	259	
6								
7		Biweekly Data Meetings Goal -% mastery will increase from the first teach to the reteach based on the following measures: 1st teach Reteach 0-40% increase 20 pts. 41-60% increase 15 pts. 61-75% increase 10 pts. 76-95% increase 5 pts.	Redesign 3rd-5th planning schedule to include 60 minutes of planning daily. Design biweekly Data Meeting schedule using Common Assessments for high leverage TEKs. Principal, DA, and lead 4th grade teacher will attend Teaching Trust Year 2 PD. Principal will prepare/lead biweekly Reading Data Meetings (AP will assist semester 2). GBPT will provide PD to 3rd-5th grade teachers and AP on data meeting protocol. Teachers will collaborate biweekly through data meetings that analyze student work.	Principal	5/28/2020	Local (Basic Allotment)	6,000	
8		Achieve 3000 MOY- Students grow 100 Lexile points from BOY EOY- Students grow 100 Lexile points from BOY	Teachers prepare and instruct 2 Literacy lessons (1 Literacy, 1 Science/Social Studies) per week using Achieve 3000 as the text. Literacy lessons include building background knowledge, teaching vocabulary, SGGR, and connecting reading with writing. Students track their 1st try scores and Lexile levels throughout the school year. Students are provided incentives for scoring 75% or higher on their 1st try. Teachers and administrators will conference with students about their progress.	Assistant Principal	5/28/2020	SCE	1,956	
9		Writing scoring calibration According to Campus Data Tracker: MOY- 80% of teachers consistently score and calibrate student writing samples/ input data EOY- 100% of teachers consistently score and calibrate writing samples/ input data	Each 6 weeks teachers will rate their students' writing using a common grade level rubric. Teachers will will calibrate by also rating a colleague's writing samples. Each 6 weeks teachers will enter the students' scores into the Campus Data Tracker (Google Doc).	Teacher(s)	5/28/2020	Local (Basic Allotment)	515	
10		Growth Mindset According to Student Data Binders: MOY- 80% of 3rd-5th grade teachers hold data conferences with their students EOY- 100% of 3rd-5th grade teachers hold data conferences with their students	Data Analyst will create a Campus Data Tracker. Using the Campus Data Tracker, teachers will input their students' Math and Science data for Interim Assessments, Benchmarks as well as Math Common Assessments and MAP. Students will track their progress on the above assessments in their Data Binder. Teachers will conference with students on their STAAR Math and Science goals as well as their Benchmark data using the grade level data conference script.	Other	5/28/2020	SCE	1,000	

11		Accountable Talk MOY- 1 Accountable Learning Walk will take place EOY- A 2nd Learning Walk will take place and show growth from 1st Learning Walk	Provide Professional Development on using Accountable Talk. Teachers guide their students in Accountable Talk to provide structures to support oral communication (ex: vocabulary) and engage students in learning. Sentence stems also foster a connection with writing in complete sentences. 2 Accountable Talk Learning Walks will take place with Professional Development in between to support growth.	Principal	5/28/2020	Bilingual	1,360	
12		All in Learning MOY- 67% of 3rd-5th grade teachers will utilize All in Learning to track progress on Formative and Summative Assessments EOY- 100% of 3rd-5th grade teachers will utilize All in Learning to track progress on Formative and Summative Assessments	3rd-5th grade teachers will utilize All in Learning to engage all students in lessons, while collecting formative assessment data. Teachers will utilize this data to track progress on specific SEs as well as monitor and adjust instruction.	Teacher(s)	5/28/2020			
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Progress Monitoring Schedule: BOY (August 19 - November 1)   MOY (November 4 - February 14)   EOY (February 18 - May 28)
BOY Status:
Principal Evidence:
Leadership Feedback: see feedback in the email
MOY Status:
Principal Evidence:
Leadership Feedback:
EOY Status:
Principal Evidence:
Leadership Feedback:

Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)

SMART Goals

Growth Mindset
According to Student Data Binders:
MOY- 80% of 3rd-5th grade teachers hold
data conferences with their students
EOY- 100% of 3rd-5

EOY Status:
Principal Evidence:
Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2019-2020 Learning Environment Goals Action Plan

Campus Name: 134 - Greenbriar ES   Principal: Montalvo, Nicole   Executive Director: Hilda Caballero

|	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
SMART Goals	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from	1	2	EOY
	PBIS - Disproportionate 'Duplicate Out of School Suspension (OSS) Events', as documented in FWISD Cycle Reports, will decrease in % for target student groups as compared to campus enrollment from	27%	10%	EOY
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from	1	3	EOY
	4th grade students will increase their performance on STAAR Writing from 27% to 37% for the on level standard.	27	37	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1	Parent University MOY- 30 parents will register for Parent University EOY- 25 parents will graduate from Parent University	Continue with Year 1 classes and curriculum. Add Year 2 classes. Secure campus/community volunteers to assist with Parent U (teaching, logistics, childcare, dinner for children/volunteers, snacks for parents, graduation). Send Parent U teachers to training for Year 1 and 2 curriculum. Market the Parent U to parents. Family Communication Liaison: provides follow-up communication with parents after application, sets up food and greets families upon arrival, contacts parents about attendance.	Principal	1/31/2020	Local (Basic Allotment)	500		
2	Family Engagement Events to support Data Communication and Literacy MOY- Hold 4 Literacy Events in the Fall Semester EOY- Hold 4 Literacy Events in the Spring Semester	Organize a family event in the community to reach parents who live in the area furthest from our school and provide them with access to academic information, resources, and literacy activities. Design at least one related literacy event/activity per month (ex: Storybook Parade, Celebrity Readers, Book Fair). Organize academic data nights to communicate individual student data to parents. Provide food and supplies to parents, who attend. SBDM will focus on Literacy for 2019-2020.	Other	5/28/2020	Title I			

Identify the 2018-2019 African American students in Tier 2/3 RtI for Behavior and reduce the number of OSS events for 2019-2020 by 30% by utilizing a team to create and implement

Equity in Discipline
MOY- Disproportionality less than or equal to 10%
EOY- Disproportionality less than or equal to 10%

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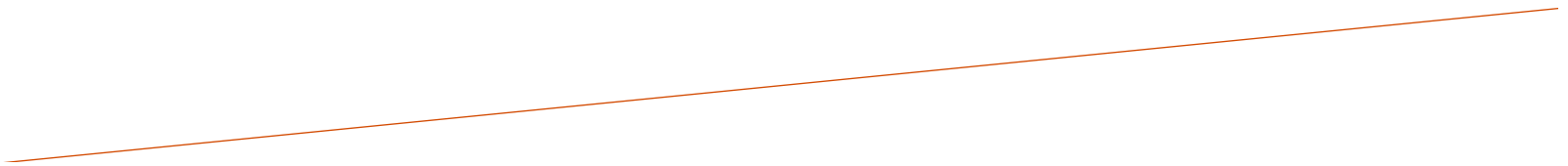
Local

Fund Source	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CIP
Academic Excellence Goals	$ 16,315.00	$ 2,956.00	-	$ 1,360.00	$ 259.00	$ 3,955.00	-	$ 24,845.00
Mission	$ 14,300.00	$ 1,000.00	-	-	-	-	$ 91,759.00	$ 107,059.00
Learning Environment Goals	$ 3,500.00	$ 1,000.00	-	-	-	-	$ 62,624.00	$ 67,124.00
Total Allocated	$ 34,115.00	$ 4,956.00	-	$ 1,360.00	$ 259.00	$ 3,955.00	$ 154,383.00	$ 199,028.00
Percent Budgeted	100%	100%	0%	100%	100%	100%	100%	100%