

Fort Worth Independent School District 2019-2020 Campus Improvement Plan

Campus Name: 224 - Ellis, M.G. Primary (Prek-K)

Principal: Baez-Carrasquillo, Deborah

Executive Director: Todd Koppes

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: .	Career and Technology: 0
Special Education: 11.7	Percentage of at-risk students: 57.3
Dual Language/ESL: 45	Percentage of English Language (EL) students: 47.1
Gifted and Talented: 0	Percentage of economically disadvantage students: 87

2019-2020 Campus Site-Based Committee

Name	Role
Deborah Baez-Carrasquillo	Principal
Stephanie Midkiff	Additional Representative Appointment
Ingrid Shadow	Campus Non-Teacher Professional
Rachel Rogers	Teacher
Brittney Espinal	Teacher
Emily Mitchell	Teacher
April Camillone	Teacher
Jennifer Queretaro	Business Representative
Dr. Jessica Salazar	Business Representative
Beth Watson	Community Representative
Monica Grant	Community Representative
Ereca Garcia	Parent
Alma De La Rosa	Parent
Adrienna Soto	Parent
Cassie Adkinson	District Employee Relations Council Representative

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Ellis, M.G. Primary (Prek-K). The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses: Beginning 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	81 - Met Standard
Domain 2: School Progress	
Domain 3: Closing The Gaps	

Campus Distinction Designations

Academic Achievement in Mathematics:	Postsecondary Readiness:
Academic Achievement in Science:	Top 25 Percent: Comparative Closing the Gaps:
Academic Achievement in English Language Arts/Reading:	
Top 25 Percent: Comparative Academic Growth:	

Campus Assurances and Certification for the 2019-2020 School Year

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

the Fort Worth ISD School Board;

the Texas Education Code;

Title I, Part A; and

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 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. Smaller class sizes/reduction in enrollment has lowered teacher to student ratio.	1. Increase student attendance.	1. Align instructional practices among teachers to increase or exceed percentage of students meeting end of year expectations.
	2. Demographic makeup of the school has remained consistent	2. Decrease student tardies and early dismissals.	2. Increase knowledge and application of PBIS strategies for addressing the social and emotional needs of students.
	3. The number of students in the dual language program continue to decrease. More students tested with IPT are showing English proficiency.	3. Consider offering dual language two way program.	3. Build and strengthen stakeholder relationships.
	4.	4.	4.
	5.	5.	5.
	6.	6.	6.
Student Achievement	1. Kindergarten students meeting or exceeding EOY reading benchmarks (reading at or above an Instructional Level D) has increased from 54% (2016-2017) to 73% (2017-2018).	1. Increase LEP students' academic Spanish language/vocabulary development.	8.
	2. Pre-IPT scores show Pre-K students are entering school with higher oral English language proficiency. PK students scoring Level B or higher on Pre-IPT has increased from 24% (2017-2018) to 47% (2018-2019.)	2. Increase number of Pre-K students at mastery in letters and sounds at EOY.	9.
	3.	3.	10.
	4.	4.	
	5.	5.	
	6.	6.	
School Culture and Climate	1. RTI behavior referrals have decreased.	1. Additional professional development related to PBIS interventions.	
	2. There are opportunities for teachers to collaborate built into the master calendar and campus schedules.	2.	
	3.	3.	
	4.	4.	
	5.	5.	
	6.	6.	

Staff Quality/ Professional Development	1.	Learning Model Literacy coach supported cohort of teachers.	1.	Professional development for staff to facilitate quality PLC's independent of administrators.
	2.	High teacher retention.	2.	Increase teacher leadership in delivering PD to colleagues.
	3.		3.	
	4.		4.	
	5.		5.	
	6.		6.	
Curriculum, Instruction, and Assessment	1.	Use of common, campus-wide report card assessment.	1.	Consistent instructional practices among grade levels.
	2.	Tracking student growth.	2.	Consistently using data to plan differentiated small group lessons.
	3.		3.	
	4.		4.	
	5.		5.	
	6.		6.	
Family and Community Involvement	1.	Strong parent attendance at evening performances.	1.	Increase opportunities for families to volunteer in classrooms and participate in campus-wide social and academic events.
	2.	Parent conferences held each semester to discuss students' academic progress.	2.	Expand community partnerships with local businesses.
	3.		3.	
	4.		4.	
	5.		5.	
	6.		6.	
School Context and Organization	1.	Majority of teachers have 7 or more years of experience.	1.	Dedicate campus committees for input and decision-making on identified priority areas.
	2.	Specials teachers and librarian have supported struggling students with additional Kindergarten push-in intervention.	2.	Lack of consistent and effective planning among grade levels.
	3.		3.	
	4.		4.	
	5.		5.	
	6.		6.	

Academic Excellence Goals

Fort Worth Independent School District 2019-2020 Academic Excellence Goals Action Plan

Campus Name: 224 - Ellis, M.G. Primary (Prek-K)

Principal: Baez-Carrasquillo, Deborah

Executive Director: Todd Koppes

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Percent of students in grades K-2 reading on or above grade level as measured by MAP fluency will increase from beginning-of-year to end-of-year (baseline)					

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 LEP	100% of dual language teachers will implement Estrellita literacy program with fidelity and address oral language development to improve student progress in literacy measured through MAP fluency and CLI Engage.	Pre-K and Kindergarten teachers will implement Estrellita phonics program during the foundations portion of literacy block and during SGGR by the first six weeks of school. Pre-K and Kindergarten teachers will support LEP students' English/Spanish oral language development by May 28, 2020.	Teacher(s)		Bilingual	754		
2 SPED	100% of teachers will monitor and address gaps in students' academic progress by documenting Tier 2/3 students measured by DOL, ESGI, TX KEA, CLI Engage, and MAP fluency.	Teachers and staff will participate in monthly RTI meetings to analyze student data and develop/monitor student intervention plans. Data analyst and tutor will provide LLI to tier 2/3 students starting on the 2nd six weeks of school.	Teacher(s)		Special Education	2,141		
3 LEP	100% of classroom teachers will increase their leadership and capacity through effective weekly PLC's measured by answers to the 4 guiding questions.	Hold ongoing PLC's for teachers to collaborate on instructional practices, assessment data, student activities and intervention lessons. Coordinate professional development activities in order to align curricula and goals. Each PLC will have a binder to keep agenda and minutes (which is the answer to the 4 guiding questions).	Teacher(s)		SCE	2,292		
4 LEP	Increase equitable and enriching library resources (literature for students and staff teaching resources).	Campus librarian will purchase resources to ensure an equitable and enriching library collection.	Principal		Local (Basic Allotment)	3,000		
5 LEP	100% of teachers will provide students with opportunities to engage with online resources that promote literacy skills as measured by check out of media resources and use of computer lab.	Purchase Starfall as an additional resource for students to practice foundational literacy skills by September 30, 2019.	Principal		Local (Basic Allotment)	300		
6 LEP	Promote parental involvement by providing resources to strengthen home-to-school connections measured by 10% increase of parent attendance to Teddy Bear Parent Academy from previous school year.	Teachers will plan, prepare and facilitate make-and-take Teddy Bear Parent Academy activities (addressing literacy/math skills and social emotional skills) to promote parental involvement.	Teacher(s)		Local (Basic Allotment)	500		
7 LEP	100% of teachers will participate in monthly learning walks to increase capacity and gain leadership skills measured in their summative T-TESS reflection.	Teachers will participate in learning walks that can include Ellis and other campuses.	Principal		Local (Basic Allotment)	500		

8	LEP	100% of campus needs and communication will be aligned to the campus vision (Inspiring independence, growth, and a love of learning) as measured by purchase orders and emails.	Review campus needs and yearly contracts to ensure efficiency (shredding services, miscellaneous contracted services, general supplies to maintain campus communication and organization). Plan and prepare for student registration at BOY/Pre-K Round-Up by ensuring students are processed in a timely and efficient manner (may include overtime hours).	Principal		Local (Basic Allotment)	7,700		
9	LEP	100% of staff will promote goals, objectives, and accomplishments of the district and campus measured by parent/teacher conference agenda, parent feedback, and use of social media.	Purchase supplies and resources for campus use that promote the goals, objectives, and accomplishments of the district and campus. Measure "likes" received through Facebook and Twitter campus pages by the end of each semester. Collect agendas used by teachers during parent/teacher conferences by the end of first semester.	Principal		Local (Basic Allotment)	9,625		
10	Title I	100% of campus needs and communication will be aligned to the campus vision (Inspiring independence, growth, and a love of learning) as measured by purchase orders and emails.	Review campus needs and yearly contracts to ensure efficiency (shredding services, miscellaneous contracted services, general supplies to maintain campus communication and organization). Plan and prepare for student registration at BOY/Pre-K Round-Up by ensuring students are processed in a timely and efficient manner (may include overtime hours).	Principal		Title I	4,305		
11	Title I	Principal will be able to ensure rigorous instruction is happening in the classrooms by implementing time management techniques.	Breakthrough Coach training	Principal		Title I	695		
12									
13									
14									
15									

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:

12								
13								
14								
15								

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 2019-2020 Learning Environment Goals Action Plan

Campus Name: 224 - Ellis, M.G. Primary (Prek-K)

Principal: Baez-Carrasquillo, Deborah

Executive Director: Todd Koppes

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus volunteer opportunities posted in Voly will increase over last year as measured by the School Profile from			

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Attachment (implementation artifacts)
1 Title I	Parent involvement will increase to 75% of families as measured by sign in logs kept with family liaison by May 2020.	Family Liaison will promote volunteerism and parent participation in school activities. Assist in the start up of PTO. Assist with field trips and fundraisers that include parent participation.	Principal		Title I	8,280		
2 Title I	Parent involvement at after hours events will increase to 75% of families in attendance by March 2020.	Campus will host a Family Science Night at the Fort Worth Museum of Science and History with a focus on activities aligned to science skills. Campus will host Literacy and Math-O-Ween Night to promote family involvement with a focus on activities aligned to literacy and math skills.	Principal		Title I	750		
3 Title I	Parent attendance to school sponsored events will increase to 75% of families by offering a snack by March 2020.	Campus will purchase and provide snacks to promote parental participation at campus events.	Principal		Title I	1,000		
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

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:

