

110-Carroll Peak ES

Mr. Keith Christmas

Mrs. Sonja Starr-Malone

## 2018-19 Schoolwide Programs: Campus Improvement Plan

### 110-Carroll Peak ES

Principal: Mr. Keith Christmas

Executive Director: Mrs. Sonja Starr-Malone

## State Accountability Status

**Met Standard**

### Campus Distinctions

SELECT A DISTINCTION DESIGNATION

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### Campus Mission/Vision Statement

### CAMPUS ASSURANCES AND CERTIFICATIONS FOR THE 2018-2019 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

**Select** Priority / Turnaround Plans

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.

[Click here to see the full Guide to Campus Assurances](#)

## 2018 -2019 State Accountability Domain Scores

Domain 1: <b>Student Achievement</b>	62
Domain 2: <b>School Progress</b>	75
Domain 3: <b>Closing The Gaps</b>	74

## SBDM Members

Name	Role
Jennifer Terrell	Teacher
Mildred Berberenz	Teacher
Marcia Epstein	Teacher
Rachel Madison	Teacher
Candria Morgan	Campus Non-Tch Prof
Jeanne De Paz Robles	Parent
Jessica Sanchez	Parent
Denise Alfaro	Parent
Johnny Muhammed	Community Rep
Carlos Black	Community Rep
Paige Stephans	Business Rep
William Prats	Additional Appointed Rep
Jaime Rodriquez	District-Level Staff
Keith Christmas	Campus Non-Tch Prof
	Select
	Select
	Select
	Select

## Fort Worth ISD Mission

Preparing **ALL** students for success in college, career, and community leadership.

# Comprehensive Needs Assessment Summary

## Comprehensive Needs Assessment Summary for 2018-2019

**Campus:** Carroll Peak Elementary 110

**Principal:** Keith A. Christmas, Interim

<b>Data Sources Used</b>  Make a selection for each by choosing from the	No	Graduation	No	Feeder Pattern Analysis	Yes	Data Accuracy
	Yes	Attendance	No	Cohort Analysis	No	Surveys
	Yes	Discipline	No	Support Systems	Yes	Fund Balance
	Yes	Instruction	Yes	Intervention Services	No	Recruit & Retain Quality Staff
	Yes	Curriculum	No	Dropout Identification	No	VOC-Customer Feedback
	Yes	Student Data	Yes	Achievement Gap	Yes	Other -Benchmark
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?		<b>Summary of Needs</b> What were the identified needs?		<b>Priorities</b> What are we going to intervene? If addressed, this need will create the most impact.	
<b>Demographics</b>	1.	61% of AA passed math.	1.	56% of all students passed reading.	<b>1. Effective Implementation of quality</b>	
	2.	72% of AA passed writing.	2.	48% of all 5th grade students passed science.	<b>2. 4th Grade DL</b>	
	3.	All students progressed 100 points in Lexile growth.	3.	56% of Hispanics passed reading	<b>3. School Culture &amp; Climate (teacher/student attendance)</b>	
	4.	Smarty Ants - 51% of AA K students	4.	58% of all students passed writing.	<b>4. Parent Liason/Community Involvement</b>	
	5.	Smarty Ants - 52% of AA 1st grade students on or above GL	5.	49% of Hispanics passed writing.	<b>5. Instructional resources (DL program)</b>	
			6.	60% of all students passed math.		
			7.	59% of Hispanics passed math.		
<b>Student Achievement</b>	1.	3rd grade DL reading benchmark-	1.	4th grade reading DL - 22%		
	2.	4th grade reading benchmark - 67%	2.	4th grade writing DL -15%		
	3.	AA 4th grade math benchmark - 63%	3.	4th grade math DL - 21%		
	4.	All students progressed 100 points in	4.	3rd grade reading RP - 19%		
<b>School Culture and Climate</b>	1.	Teacher weekly referrals	1.	Student Attendance - 94.7%		
	2.	School adopted "Buddy System" for	2.	Teacher Attendance - 92%		
			3.	Restorative circles/practices		
			4.	Lack of student/teacher incentives		
			5.	AAs account for 75% of all referrals		
		5.	Tardiness/Early dismissals			
<b>Staff Quality/</b>	1.	Urban Education staff development	1.	Implementation of best practices		

<b>Professional Development</b>	2.	Formative assesment		
	3.	Kagan training		
	4.	Effective Lesson planning		
	5.	MAP Training		
<b>Curriculum, Instruction, and Assessment</b>	1.	Implementation of Achieve 3000	1.	Questioning strategies/Academic Rigor
	2.	MAP Growth/Skills data usuage	2.	Lack of Blooms Taxonomy usage
			3.	Lack of academic assessments in
			4.	Lack of academic vocabulary
<b>Family and Community Involvement</b>	1.	Parent as Teachers	1.	Parent Liason
	2.	Girl/Boy Scouts	2.	Parent volunteers
	3.	Grandparents Day		
	4.	Story Book Parade		
	5.	Career Day		
<b>School Context and Organization</b>	1.	Art Club	1.	Require all staff to be a part of a
	2.	Student Council	2.	Girls/Boys Group
	3.	Teacher Committees	3.	INOK
	4.	Theater Arts Group		

	110-Carroll Peak ES							
<b>Budget Summary</b>	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	TOTAL
	\$ 34,066	\$ 7,280		\$ 1,144	\$ 288	\$ 1,929	\$ 171,461	216,168

**2018-19 Schoolwide Programs: Campus Improvement Plan**

**Budget Summary**

Principal: Mr. Keith Christmas

Leadership Director: Mrs. Sonja Starr-Malone

**Summary by Fund Source**

Fund Source	Local Basic Allotment	SCE State Compensatory Education	CTE	Bilingual	Gifted & Talented	Special Education	Title I	GRAND TOTAL budgeted in CEIP
Student Outcome Goals	22,000	0	0	1,144	0	1,929	7,000	\$ 32,073
Campus Needs - Student Achievement	7,000	0	0	0	0	0	152,000	\$ 159,000
Campus Needs	5,000	0	0	0	0	0	0	\$ 5,000
Parent/Family Engagement Health Related	0	0	0	0	0	0	12,000	\$ 12,000
<b>TOTAL</b>	<b>\$ 34,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,144</b>	<b>\$ -</b>	<b>\$ 1,929</b>	<b>\$ 171,000</b>	<b>\$ 208,073</b>
<b>Allocations</b>	<b>34,066</b>	<b>7,280</b>	<b>-</b>	<b>1,144</b>	<b>288</b>	<b>1,929</b>	<b>171,461</b>	216,168
<b>Percent Budgeted</b>	100%	0%	NA	100%	0%	100%	100%	96%

Other Funding Sources	Source	PTA/PTO	Community Partner	Corporate	Non-Profit	FWCP	Focus/Priority	Total
	Amount						\$ 10,000.00	
Allocations	Student Outcome							-
	Student Achievement							-
	Campus Needs							-
	Family/Health							-

# Student Outcome Goals

## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Mr. Keith Christmas

## Student Outcome Goals Action Plan

Leadership Director: Mrs. Sonja Starr-Malone

<b>Fort Worth ISD Student Outcome Goal Alignment</b>	Goal:	1 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.
	Progress Measures:	1.1 Percent of students in grades K-3 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from 27% to 37% by 2019.
		1.2a Percent of 2-3 grade students completing two weekly lessons on FWISD progress monitoring system for reading will increase from 22% to 37% by 2019.
		1.2b Percent of grade 2-3 students achieving 75% or higher on FWISD progress monitoring system for reading will increase from 8% to 28% by 2019.
		1.3 Percent of students in grade 3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from 42% to 59% by 2019.

<b>Focus SMART Goal Student Achievement and Progress</b>	<b>Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)</b>			<b>Baseline (BOY)</b>	<b>to Target</b>	<b>by Deadline</b>
	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			63%	66%	Mar-00
	1.1 Percent of students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool will increase from			34%	39%	EOY
	1.2a Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from			24%	37%	EOY
	1.2b Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from			50%	55%	EOY
	1.3 Percent of students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading will increase from			45%	55%	EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	LEP	Content PLC's will be held twice a month/higher level questioning and formative assessments for all grade levels	Principal	August 2018 to May 2019	PLC	Local	\$ 12,000.00	Progress
2	LEP	Conduct weekly/Biweekly grade level data meetings, reviewing Standards	Administration	August 2018 to May 2019	PLC	Local	\$ 10,000.00	Progress
3	LEP	Monitor Achieve for 75% passing rate on first attempt/twice weekly and struggling learners receive interventions	Teacher Assistant lab/Data Analyst	August 2018 to May 2019	PLC	Title I	\$ 7,000.00	Progress
4	SPED	Including teacher will provide tutorials for special needs students	Principal	August 2018- May 2019		SPED	\$ 1,929.00	Progress
5	LEP	Dual Language grade 3 teacher will provide after school tutorials	Principal	August 2018 to May 2019		Bilingual	\$ 1,144.00	Progress
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## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Mr. Keith Christmas

## Student Outcome Goals Progress Monitoring

Leadership Director: Mrs. Sonja Starr-Malone

<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)
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Focus SMART Goal (Target Element Systems)	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 63 to 66 percent.	BOY %	MOY %	EOY %	Target %	Difference
Students in grades K-1 reading on or above grade level as measured by FWISD universal screener/progress monitoring tool		34.0%			39%	-5.0%
Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading		24.0%			37%	-13.0%
Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading		45.0%			55%	-10.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 PLC sign-in sheets, Staff Development sign-in sheets, walk-throughs	1-(Progress) Content PLC's will be held twice a month/higher level questioning and formative assessments for all grade levels	Formative assessment implementation, walk-through evidence	On Target			
2 Sign-in sheets, Know & Show Chart	2-(Progress) Conduct weekly/Biweekly grade level data meetings	Know & Show Chart will be done for all grade levels and meetings held	Below Target			
3 Weekly Achieve 3000 Reports	3-(Progress) Monitor Achieve for 75% passing rate on first attempt/twice weekly and struggling learners receive interventions	Review of the 75% passing rate cutoff and students selected for interventions documentation	On Target			
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# Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Mr. Keith Christmas

Campus Needs - Student Achievement Action Plan

Leadership Director: Mrs. Sonja Starr-Malone

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baselines-X and Targets-Y)		Baseline (BOY)			Target (EOY)		
			Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
Goal 1	Percent of students tested in 5 grade performing at approaches, meets, and masters grade level as measured by the STAAR standard in reading will increase a minimum of 3% in approaching, 3% in meets, and 3% in masters.	60.00	29.00%	10.00%	70.00%	39.00%	20.00%	
Goal 2	Percent of students tested in math performing at approaches, meets, and masters grade level as measured by the STAAR will increase a minimum of 3% in approaching, 3% in meets, and 3% in masters.	69.00%	31.00%	15.00%	79.00%	42.00%	25.00%	
Goal 3	Percent of students tested in 5th grade DL reading performing at approaches, meets, and masters grade level as measured by the STAAR will increase a minimum of 3% in approaching, 3% in meets, and 3% in masters. (Based	33.00%	5.00%	0.00%	43.00%	10.00%	10.00%	
Goal 4	Percent of students tested in 4th grade writing performing at approaches, meets, and masters grade level as measured by the STAAR will increase a minimum of 3% in approaching, 3% in meets, and 3% in masters.	51.00%	27.00%	3.00%	61.00%	37.00%	13.00%	

		Alignment		Expectations					
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus → Achievement &	
1	4	LEP	Staff development: Higher Level Questioning, Writing, Achieve 3000,	Teachers/Administration	Aug-18	PLC	Local	\$ 7,000.00	Progress
2	1	LEP	Mini Math/Reading/Science/Writing Camps targeting specific SE's after the first 3 week assessments	DOI/Math Coach	Sep-18	After Sch	Title I	\$ 40,000.00	Progress
3	1	LEP	Immediate feedback to students scoring less than 75% on first try Achieve 3000 lessons.	Administration/Teachers	August 2018- May 2019	PLC	Title I	\$ 97,000.00	Progress
4	1		Purchase tools for teacher to monitor SE/ INTERVENE	Administration	October- May		Title I	\$ 10,000.00	Progress
5			Purchase Reading materials	Reed	August 2018- May 2019		Title I	\$ 5,000.00	
6			Have extra help in Math grades 3-5, pull outs	Christmas	August 2018- May 2019	Pull-Out	Title I		
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Mr. Keith Christmas

Leadership Director: Mrs. Sonja Starr-Malone

<b>Opportunity</b>	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)					
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	MOY			EOY		
		Approaches	Meets or Expected	Masters or Accelerated	Approaches	Meets or Expected	Masters or Accelerated
	Percent of students tested in 5 grade performing at approaches, meets, and masters grade level as measured by the STAAR standard in reading will increase a minimum of 3% in approaching, 3% in meets, and 3% in masters.	60	33.0%	17.0%	66%	3900%	23.0%
	Percent of students tested in math performing at approaches, meets, and masters grade level as measured by the STAAR will increase a minimum of 3% in approaching, 3% in meets, and 3% in masters.	66.0%	28.0%	12.0%	72%	34%	18.0%
	Percent of students tested in 5th grade DL reading performing at approaches, meets, and masters grade level as measured by the STAAR will increase a minimum of 3% in approaching, 3% in meets, and 3% in masters. (Based on 4th grade scores)	30.0%	2.0%	2.0%	36%	8%	3.0%
	Percent of students tested in 4th grade writing performing at approaches, meets, and masters grade level as measured by the STAAR will increase a minimum of 3% in approaching, 3% in meets, and 3% in masters.	48.0%	24.0%	2.0%	54%	30%	6.0%

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 100% of Teacher Participation in Professional Development	Staff development: Higher Level Questioning, Writing, Achieve 3000, Neuhaus & Modeling Lessons	Copies of staff development sign-in sheets, walk through results	On Target			
2 Analyze current data, Identify SEs, Develop curriculum	Mini Math/Reading/Science/Writing Camps targeting specific SE's after the first 3 week assessments	student sign-in sheets, work products, copy of teacher lesson plans	Not Started			
3 Analyze Achieve 3000 report	Immediate feedback to students scoring less than 75% on first try Achieve 3000 lessons.	Achieve 3000 reports, conference logs	On Target			
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# Campus Needs

## 2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Mr. Keith Christmas

## Campus Needs - Student Achievement Action Plan

Leadership Director: Mrs. Sonja Starr-Malone

This streamlined CIP format is designed to provide campuses the flexibility to support highest need areas more thoroughly and efficiently.

Focus SMART Goal Campus Priorities	Campus Needs Goals and Measures (Baseline-X, Target-Y, Deadline-Z)			Baseline (BOY)	to Target	by Deadline	
	Goal 1	Attendance - Average daily student attendance will increase from 94% to 97% as documented in the FWISD Cycle Reports.			94%	97	EOY
	Goal 2	PPBIS - Percentage of duplicated count of students referred as documented in FWISD Cycle Reports for AA students will decrease from 78% to 68% and Hispanic/Other students will decrease from 13% to 10%.			78%	68%	EOY
	Goal 3	Attendance - Average daily teacher attendance from 93% to 96% as documented in the FWISD Cycle Reports.			93%	96%	EOY
	Goal 4						EOY

		Alignment		Expectations					
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus	
1	2	LEP	Attendance Incentives/Follow Attendance Plan	Administration	August 2018- May 2019		Local	\$ 5,000.00	Progress
2	5		Teacher Incentives (Including gift cards and extra planning time)	Administration	August 2018- May 2019				Progress
3	2	LEP	Restorative Circles Practices/PBIS 360 Training for 3rd Grade	Adminstration/Counselor	Oct-18	Faculty Mgt			Progress
4	5		Staff Buddy Plan/ Shout Out	School Staff	Nov. - Dec. 2018	Faculty Mgt			Progress
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Mr. Keith Christmas

Leadership Director: Mrs. Sonja Starr-Malone

Opportunity	Progress Monitoring Schedule: <b>BOY</b> (August 20 - November 2) <b>MOY</b> (November 5 - February 22) <b>EOY</b> (February 25 - May 31)					
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Focus SMART Goal (Target Element)	Progress Monitoring (Target Element Systems)	BOY %	MOY %	EOY %	Target %	Difference
	Attendance - Average daily student attendance will increase from 94% to 97% as documented in the FWISD Cycle Reports.				9700%	
	PPBIS - Percentage of duplicated count of students referred as documented in FWISD Cycle Reports for AA students will decrease from 78% to 68% and Hispanic/Other students will decrease from 13% to 10%.				68%	
	Attendance - Average daily teacher attendance from 93% to 96% as documented in the FWISD Cycle Reports.				96%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 Selecting committee members, monthly	1-(Progress) Attendance Incentives/Follow Attendance Plan	Attendance Plan, call-log, copies of po's	On Target			
2 Select courtesy committee members	2-(Progress) Teacher Incentives (Including gift cards and extra planning time) & Staff Buddy System	Picture of teacher & giftcard	On Target			
3 Students create Respect Agreements & mood	3-(Progress) Restorative Circles Practices/PBIS 360 Training for 3rd Grade	Teacher lesson plans, agenda, sign-in sheets	On Target			
4 Buddies assigned by	4-(Progress) Staff Buddy Plan	Buddy meetings	Not Started			
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# Family/Community Engagement and Health Related

2018-19 Schoolwide Programs: Campus Improvement Plan

Family/Community Engagement and Health Related Action Plan

Principal: Mr. Keith Christmas

Leadership Director: Mrs. Sonja Starr-Malone

The 2018-19 CIP format includes a new section to document family/community engagement and health related requirements.

Focus SMART Goal			Baseline (BOY)	to Target	by Deadline
	Goal 1	Parent/family participation - Campus will host at least 7 campus-based events.	20%	50%	
	Goal 2	Health Related - (Target 100%) Percentage of students tested in FitnessGram will have a report card sent home with results.	85%	100%	
	Goal 3 (Optional)				
	Goal 4 (Optional)				

Title I Component	PBMAS	Alignment		Expectations					
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	Focus	
1	6		Each grade level will host at least one family engagement activity/school-wide Family Friday	All Staff	Aug-May		Title I	\$ 5,000.00	FAMILY
2	6		Literacy Parade	All Staff	Oct.				FAMILY
3	6		Career Day/College Day/Red Ribbon Week	Counselor	November 2018-May 2019		Title I	\$ 4,000.00	FAMILY
4	6		Students will tutor collages	counselor	December- Mat		Title I	\$ 3,000.00	FAMILY
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