

224-MG Ellis Primary (PK-K)

Leticia Sparks

Todd Koppes

2018-19 Schoolwide Programs: Campus Improvement Plan

224-MG Ellis Primary (PK-K)

Principal: Leticia Sparks

Executive Director: Todd Koppes

State Accountability Status

Met Standard

Campus Distinctions

SELECT A DISTINCTION DESIGNATION

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Campus Mission/Vision Statement

Ellis is to provide an environment that will lay the foundation for the development of success

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: Student Achievement	
Domain 2: School Progress	
Domain 3: Closing The Gaps	

SBDM Members

Name	Role
Cymer Morin	Teacher
Ramona Perez	Teacher
Priscilla Esparza	Teacher
Cassie Adkinson	Additional Appointed Rep
Melissa Hill	Campus Non-Tch Prof
Jennifer McLaughlin	District-Level Staff
Beth Watson	Community Rep
Jennifer Queretero	Community Rep
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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: M.G. Ellis Primary

Principal: Leticia Sparks

Data Sources Used	No Graduation Yes Attendance Yes Discipline Yes Instruction Yes Curriculum Yes Student Data	No Feeder Pattern Analysis No Cohort Analysis Yes Support Systems Yes Intervention Services No Dropout Identification Yes Achievement Gap	No Data Accuracy Yes Surveys No Fund Balance Yes Recruit & Retain Quality Staff No VOC-Customer Feedback No Other - enter data source here
Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
	What were the identified strengths?	What were the identified needs?	What are we going to intervene? If addressed, this need will create the most impact.
Demographics	1. Campus enrollment has slightly decreased which has improved student to teacher ratios and	1. Decrease chronic absences and increase overall daily attendance in both grade levels.	1. Improve attendance, reduce tardies and early dismissals.
			2. Build teacher capacity in meeting the varied learning and social-emotional needs of students.
			3. Meet the unique needs of young learners and a primary-only campus through experiential and hands-on activities.
Student Achievement	1. Percentage of Kindergarten students reading at an instructional level D or higher	1. Support all learners (student tiers) with small group instruction and center activities that best meet their	4. Increase parental involvement and communication.
	2. Percentage of Pre-K students writing at a Pre-communicative level or higher has increased		
School Culture and Climate	1. Low teacher turnover	1. Some students continue to struggle with social-emotional and self-regulation skills.	
	2. Discipline referrals have decreased since implementation of Conscious Discipline.	2. Continued implementation of Conscious Discipline structures	
Staff Quality/ Professional Development	1. Grade Level PLC's for collaboration	1. Based on walkthroughs and teacher TTESS goals, teachers have expressed a need for additional PD in differentiation.	
	2. Full time Music and Art teacher were added to campus staff	2.	
Curriculum, Instruction, and Assessment	1. School received additional technology allowing students to access additional resources	1. Experiential, hands-on resources and experiences that will supplement early childhood curriculum,	
	2. LLI/Literacy intervention system has helped increase Kindergarten reading levels.	2. Being a primary-only campus, students require experiential, hands-on resources, activities and experiences.	
Family and Community Involvement	1. School events educating parents on ways to support their children with school readiness skills at home.	1. Decrease in parent participation at school events later in the year.	
	2. Parent communication-daily written, Fall and Spring parent conferences, campus Facebook	2. Fewer Regular Program parents attend school events than Dual Language.	
School Context and Organization	1. Campus schedule allows counselor to provide additional counseling and	1. Continue providing a master schedule that maximizes student support.	
	2. Master Schedule allows Pre-K students to receive Music, Art or PE daily.		

224-MG Ellis Primary (PK-K)								TOTAL
Budget Summary	Local (Basic Allotment)	SCE	CTE	Bilingual	Gifted & Talented	Special Education	Title I	
	\$ 22,779	\$ 2,628		\$ 749		\$ 1,900	\$ 97,839	125,895

2018-19 Schoolwide Programs: Campus Improvement Plan

Budget Summary

Principal: Leticia Sparks

Leadership Director: Todd Koppes

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	0	0	0	749	0	0	86,009	\$ 86,758
Campus Needs - Student Achievement	0	0	0	0	0	0	2,400	\$ 2,400
Campus Needs	0	0	0	0	0	0	0	\$ -
Parent/Family Engagement Health Related	0	0	0	0	0	0	9,830	\$ 9,830
TOTAL	\$ -	\$ -	\$ -	\$ 749	\$ -	\$ -	\$ 98,239	\$ 98,988
Allocations	22,779	2,628	-	749	-	1,900	97,839	125,895
Percent Budgeted	0%	0%	NA	100%	NA	0%	100%	79%

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

Student Outcome Goals

2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Action Plan

Principal: Leticia Sparks

Leadership Director: Todd Koppes

Fort Worth ISD Student Outcome Goal Alignment	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.

Focus SMART Goal Student Achievement and Progress	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	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	73%	80%	EOY
	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	73%	80%	EOY
	1.2a Percent of students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading will increase from			EOY
	1.2b Percent of students in grades 2-3 achieving 75% or higher on FWISD progress monitoring system for reading will increase from			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			EOY

Title I Components	PBMAS	Alignment	Expectations					Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1, 2, 3, 4, 8, 9	LEP	Kindergarten teachers will conduct quality daily SGGR lessons (in addition to a separate daily LLI intervention lesson beginning in Oct.).	Administrators, District Professionals, Teachers, Data Analyst, Learning Model Literacy Coach	2018-2019		Title I	\$ 10,775.00	Progress
1, 2, 3, 8, 9, 10	LEP	Identified Tier 3 students will receive additional literacy support/intervention (pull out and push in) on specific, targeted skills.	Administrators, Teachers, Tutors, Data Analyst, Learning Model Literacy Coach	2018-2019		Title I	\$ 2,441.00	Progress
2, 9, 10	LEP	Regular Program Kindergarten students will participate in Smarty Ants a minimum of 2x per week.	Administrators, Teachers, Data Analyst	2018-2019				Progress
1, 2, 3, 8	LEP	Kindergarten teachers will participate in PLC's to collaborate on best practices and plan actionable next steps after analyzing student data each reporting cycle.	Administrators, Teachers, Data Analyst, Learning Model Literacy Coach	2018-2019	PLC			Culture and Climate
1, 2, 3, 8, 9	LEP	Pre-K teachers will implement Estrellita phonics program during the foundations portion of literacy block and during SGGR.	Administrators, Teachers	2018-2019		Bilingual	\$ 749.00	Progress
1, 4, 8, 9, 10	LEP	Data Analyst will assist and support personnel in interpreting, analyzing and identifying resources to support students utilizing ESGI report card data, district and state assessment data.	Administrators, Data Analyst, Teachers	2018-2019	PLC	Title I	\$ 71,209.00	Achievement

7	1, 6	LEP	Campus will hold make-and-take Teddy Bear parent academies focused on providing parents and families with activities and resources to support the development of early literacy skills at home.	Administrators, Teachers, Support Staff	Nov. 6, Feb. 12, April 9	After Sch	Title I	\$ 1,584.00	Culture and Climate
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2018-19 Schoolwide Programs: Campus Improvement Plan

Student Outcome Goals Progress Monitoring

Principal: Leticia Sparks

Leadership Director: Todd Koppes

Opportunity Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

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 73 to 80 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		73.0%		%	80%	#VALUE!
Students in grades 2-3 completing two weekly lessons on FWISD progress monitoring system for reading					0%	
Students in grades 2-3 making progress as measured by FWISD local assessments of key enduring understandings and skills in reading					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 student progress in literacy	Kindergarten teachers will conduct quality daily SGGR lessons (in addition to a separate daily LLI intervention lesson beginning in Oct.).	Lesson Plans, Lesson Plan Monitoring Tool	On Target			
2 student progress in literacy	Identified Tier 3 students will receive additional literacy support/intervention (pull out and push in) on specific, targeted skills.	Lesson Plans, Tutoring Schedule	Not Started			
3 student progress in literacy	Regular Program Kindergarten students will participate in Smarty Ants a minimum of 2x per week.	Smarty Ants reports	On Target			
4 teacher capacity, campus communication, continuous improvement	Kindergarten teachers will participate in PLC's to collaborate on best practices and plan actionable next steps after analyzing student data each reporting cycle.	PLC Schedule/Calendar, PLC Agendas and Notes	On Target			
5 student progress in literacy	Pre-K teachers will implement Estrellita phonics program during the foundations portion of literacy block and during SGGR.	Lesson Plans, Walkthrough Feedback	On Target			
6 analyzing data to improve student achievement	Data Analyst will assist and support personnel in interpreting, analyzing and identifying resources to support students utilizing ESGI report card data, district and state assessment data.	PLC Schedule/Calendar, PLC Agendas and Notes, Leadership Meeting Agendas and Notes	On Target			
7 Academy agendas, notes, sign in sheets, parent surveys	Campus will hold make-and-take Teddy Bear parent academies focused on providing parents and families with activities and resources to support the development of early literacy skills at home.	Campus Calendar, Event Flyers, Parent Sign In Sheets	Not Started			
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Campus Needs - Student Achievement

2018-19 Schoolwide Programs: Campus Improvement Plan

Principal: Leticia Sparks

Campus Needs - Student Achievement Action Plan

Leadership Director: Todd Koppes

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	Student Progress - Percent of students meeting expected or above growth in Reading based on Fountas and Pinnell assessments will increase from 73% (2017-2018) to 80%.		22.00%	73.00%	2.00%	10.00%	80.00%	10.00%
Goal 2	Student Progress - Percent of students meeting expected or above growth in Math as shown on CLI Engage overall math assessment data will increase from 90% to 95%		39.00%	61.00%	0.00%			
Goal 3								
Goal 4								

		Alignment		Expectations				Focus → Achievement &
Title I Components	PBMAS	Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1, 2, 3, 4, 8, 9	LEP	Kindergarten teachers will conduct daily SGGR with additional LLI/SIL intervention lessons.	Teachers, Interventionists, Support Staff	2018-2019				Progress
1, 2, 3, 4, 8, 9	LEP	Tier 3 Kindergarten students will receive additional literacy support/intervention (pull out tutoring) on specific, targeted skills.	Teachers, Interventionists	2018-2019				Closing Gaps
1, 2, 3, 4, 8, 9	LEP	Kindergarten students will participate in Smarty Ants lessons per district requirements.	Teachers	2018-2019				Progress
1, 2, 3, 4, 8, 9, 10	LEP	Campus RTI committee will meet at least once after every reporting cycle to determine student progress and develop action plans for intervention.	Administrators, Data Analyst, Teachers, Interventionists	2018-2019		Title I	\$ 1,400.00	Progress
7, 8, 9	LEP	Pre-K teachers will administer CLI Engage/Circle Progress Monitoring assessment at BOY, MOY and EOY .	Teachers	2018-2019				Progress
1, 2, 3, 4, 8, 9	LEP	Pre-K teachers will participate in data meetings after each CLI assessment window to analyze data and inform instructional groups based on math data.	Administrators, Data Analyst, Teachers	2018-2019	PLC	Title I	\$ 1,000.00	Progress

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Leticia Sparks

Leadership Director: Todd Koppes

Opportunity Progress Monitoring Schedule: **BOY** (August 20 - November 2) **MOY** (November 5 - February 22) **EOY** (February 25 - May 31)

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
	Student Progress - Percent of students meeting expected or above growth in Reading based on Fountas and Pinnell assessments will increase from 73% (2017-2018) to 80%.						
	Student Progress - Percent of students meeting expected or above growth in Math as shown on CLI Engage overall math assessment data will increase from 90% to 95%						

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 informed small group lesson planning based on student data	Kindergarten teachers will conduct daily SGGR with additional LLI/SIL intervention lessons.	Lesson Plan monitoring tool, walkthroughs	On Target			
2 intervention for student improvement in literacy	Tier 3 Kindergarten students will receive additional literacy support/intervention (pull out tutoring) on specific, targeted skills.	Tutoring schedule, student data, tutor lesson focus	Not Started			
3 enrichment for student improvement in literacy	Kindergarten students will participate in Smarty Ants lessons per district requirements.	Smarty Ants usage reports, student progress data	On Target			
4 intervention and progress monitoring	Campus RTI committee will meet at least once after every reporting cycle to determine student progress and develop action plans for intervention.	Campus calendar, RTI meeting agendas and notes, RTI log	On Target			
5 data analysis to inform instruction	Pre-K teachers will administer CLI Engage/Circle Progress Monitoring assessment at BOY, MOY and EOY .	Data reports, master calendar, assessment schedule	On Target			
6 PLC/Data Meeting agendas/notes, student data, SGGM lesson plans, walkthroughs	Pre-K teachers will participate in data meetings after each CLI assessment window to analyze data and inform instructional groups based on math data	PLC agendas and notes, small group lesson plans and groups	On Target			
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Campus Needs

2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Action Plan

Principal: Leticia Sparks

Leadership Director: Todd Koppes

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 rate as documented in the FWISD Cycle Reports will increase from			95%	96%	EOY
	Goal 2						EOY
	Goal 3						EOY
	Goal 4						EOY

Title I Components	PBMA	Alignment		Expectations				Focus
		Implementation Action Steps (Target Element Strategies)	Person(s) Responsible	Timeline	PD Code	Budget Source	Amnt	
1	LEP	Campus attendance committee will meet every 3 weeks to review attendance rates, identify students with chronic attendance concerns, identify students with improved attendance.	Administrators, Counselor, Attendance Clerk, Attendance Committee, Teachers	2018-2019				Progress
2	LEP	Attendance rate by classroom will be tracked weekly with hallway visual to capture data and share with parents/families.	Administrators, Attendance Clerk, Counselor	2018-2019				Progress
3	LEP	Campus will provide student attendance incentives and recognition for satisfactory or improved attendance.	Administrators, Counselor, Teachers	2018-2019		Title I		Progress
4	LEP	Home visits will be conducted for students with chronic attendance concerns.	Administrators, Counselor	2018-2019				Progress
5	LEP	Attendance plan will be initiated with parent/student with chronic attendance concerns.	Administrators, Counselor, Teachers	2018-2019				Progress
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2018-19 Schoolwide Programs: Campus Improvement Plan

Campus Needs - Student Achievement Progress Monitoring

Principal: Leticia Sparks

Leadership Director: Todd Koppes

Opportunity	Progress Monitoring Schedule: BOY (August 20 - November 2) MOY (November 5 - February 22) EOY (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 rate as documented in the FWISD Cycle Reports will increase from	94.0%	95.0%	96.0%	96%	0.0%
					0%	
					0%	
					0%	

Action Step Progress Measure	Implementation Action Steps - Progress (Target Element Strategies)	Implementation Evidence	BOY Status	MOY Status	EOY Status	Reflections/Feedback (+/Δ)
1 improve attendance and identify students needing support	Campus attendance committee will meet every 3 weeks to review attendance rates, identify students with chronic attendance concerns, identify students with improved attendance.	Attendance support plans or parent agreements, attendance reports	On Target			
2 promote attendance, communication	Attendance rate by classroom will be tracked weekly with hallway visual to capture data and share with parents/families.	Hallway bulletin board updated each six weeks	On Target			
3 encourage attendance improvement	Campus will provide student attendance incentives and recognition for satisfactory or improved attendance.	Budget reports, student attendance reports	On Target			
4 improve attendance and intervene to support improvement	Home visits will be conducted for students with chronic attendance concerns.	Home visit log, attendance support plans, attendance reports	On Target			
5 improve attendance, identify areas of concern, family outreach	Attendance plan will be initiated with parent/student with chronic attendance concerns.	Attendance support plans, attendance reports	On Target			
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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: Leticia Sparks

Leadership Director: Todd Koppes

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

Focus SMART Goal	REQUIRED ONE FAMILY/COMMUNITY ENGAGEMENT GOAL		Baseline (BOY)	to Target	by Deadline
	REQUIRED ONE HEALTH RELATED GOAL				
	Goal 1	Parent/family participation in at least 1 training on student academic performance will increase from	0%	30%	EOY
	Goal 2	Health Related Elementary - (Target 75%) Percentage of the 30 health lessons Grades K-5 the school health teacher delivers will increase from 0 to 75%.	0%	75%	EOY
	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	1, 6	LEP	Campus will hold 3 Teddy Bear Parent Academies focused on sharing resources and strategies with parents on ways to support student learning at home.	Administrators, Teachers, Support Staf	Nov. 6, Feb. 12, April 9	After Sch	Title I	\$ 400.00	FAMILY
2	1, 6	LEP	Campus will hold Family Science Night to promote family involvement with a focus on science.	Administrators, Teachers, Support Staff	March 28	After Sch	Title I	\$ 750.00	HEALTH
3	1, 6	LEP	Campus will hold Literacy and Math Night to promote family involvement with a focus on activities aligned with literacy and math skills.	Administrators, Teachers, Support Staff	Oct. 2018	After Sch	Title I	\$ 400.00	FAMILY
4	1, 6	LEP	Family Liason will promote parent participation in school activities and volunteerism.	Administrators, Family Liaison	2018-2019		Title I	\$ 8,280.00	FAMILY
5	3	LEP	Health Teacher will document delivered health lessons in weekly lesson plans.	Health teacher, Administrators	2018-2019				HEALTH
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