

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

**Principal:** San Jacinto, Kalyn

**Campus Name:** 110 - Peak ES, Carroll

**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: 60

Special Education: 4.6

Dual Language/ESL: 36.2

Gifted and Talented: 9

Career and Technology: 0

Percentage of at-risk students: 63.6

Percentage of English Language (EL) students: 39.6

Percentage of economically disadvantage students: 95.4

### 2020-2021 Campus Site-Based Committee

Name	Role
Kalyn SanJacinto	Principal
Paula Silva	Campus Non-Teacher Professional
Jeimie Rodriguez	District Level Staff
Krystal Culbertson	Teacher
Erik Guarneros	Teacher
Rachel Madison	Teacher
Danuelle Duckett	Teacher
Johnathan Perez	District Level Staff
Kimberly Holland	District Level Staff
Freda Lampkin-Wright	Parent
Maria Salgado	Parent
Thomas Patterson	Community Representative
Sara Smith	Campus Non-Teacher Professional
Keleia Thompson	Campus Non-Teacher Professional

### Accountability Summary

Visit [Txschools.org](http://Txschools.org) for an overview of the State Accountability Systems and school profile for Peak ES, Carroll. 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> 57	62 - D
Domain 2: <b>School Progress</b> 60	
Domain 3: <b>Closing The Gaps</b> 66	

#### Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievemnt 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.
<b>Demographics</b>	<ol style="list-style-type: none"> <li>We have a racially diverse student body: Hispanic 55%, White 3%, African America 36%, Asian 5%</li> <li>Free and reduced breakfast and lunch for all students.</li> <li>Special programs offered to serve: GT, ESL, Bilingual, SPED, Dyslexic, 504, and RTI students.</li> </ol>	<ol style="list-style-type: none"> <li>91% of our students are identified as economically disadvantaged</li> <li>We have language barrier concerns for our rising Asian population.</li> <li>Equitable technology for online instruction and small group interventions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Streamline PLC process to improve data analysis, planning, and relevant professional development processes to improve quality Tier 1 instruction.</li> <li>2. Early learning literacy processes, resources, and personnel to establish a strong foundation and to support needed interventions in grades K-5. (Neuhaus, F&amp;P, LLI, AR, etc.)</li> </ol>
<b>Student Achievement</b>	<ol style="list-style-type: none"> <li>5th Science and 5th DL Literacy consistently scored at the top in the district on benchmarks</li> <li>Majority of 2nd grade students saw recommended or exceeded lexile level progress on A3000</li> <li>Majority of 1st-4th students saw recommended or exceeded progress growth on MAP Growth (Math)</li> </ol>	<ol style="list-style-type: none"> <li>Resources and progress monitoring systems to support differentiated literacy instruction</li> <li>Incentives and recognition for online learning progress and achievement</li> <li>COVID-19 has prevented some students from accessing instruction and has contributed to instructional gaps. We will address this through consistent monitoring and refining of lesson plan implementation (student outcomes) and intervention plans.</li> </ol>	<ol style="list-style-type: none"> <li>3. Utilize frequent assessments (both teacher, campus, and district) and other data (A3000, AR, Walkthroughs, etc.) to drive intervention plan creation, implementation, monitoring, and revisions.</li> <li>4. Set clear expectations, provide consistent and clear feedback, and celebrate successes</li> <li>5. Educate families on issues important to student success, provide additional social and emotional supports for students, ensure parent materials accessible in Spanish and Burmese.</li> </ol>
<b>School Culture and Climate</b>	<ol style="list-style-type: none"> <li>Created, taught, and posted school-wide PBIS expectations</li> <li>Utilized restorative practice elements in classrooms</li> <li>Focus on student-centered school culture.</li> </ol>	<ol style="list-style-type: none"> <li>School-wide PBIS expectations, processes, and rewards utilizing campus staff (counselor, social worker, etc.) to decrease referrals, support student needs, and increase engagement in school.</li> <li>Attendance incentives for staff and students</li> <li>Determine and support CP Family needs as a result of COVID-19</li> </ol>	
<b>Staff Quality/ Professional Development</b>	<ol style="list-style-type: none"> <li>ILT Team (Principal, Instructional Coaches, and Data Analyst) provided on-going professional development based on campus needs.</li> <li>FLEX hour offerings provided differentiated PD for teachers.</li> <li>Neuhaus professional development for early literacy teachers and principal</li> </ol>	<ol style="list-style-type: none"> <li>Educational technology PD and implementation with a focus on engaging instruction.</li> <li>Revised PLC times to include more time for data analysis, planning, and relevant professional development processes,</li> <li>Ensure Neuhaus professional development for any new early literacy teachers to maintain consistency.</li> </ol>	
<b>Curriculum, Instruction, and Assessment</b>	<ol style="list-style-type: none"> <li>Pearson Literacy resources and training, Neuhaus resources and training, A3000 program and training</li> <li>Utilized district assessments (IA and BMs) to drive instructional analysis, planning, and intervention one-on-one and in PLCs.</li> <li></li> </ol>	<ol style="list-style-type: none"> <li>Focus on Amount (time), Content (curriculum), and Quality (instruction). Specifically: bell-to-bell teaching, engaging and aligned first-teach</li> <li>Additional math resources need to be purchased to supplement the district resources for small-group and intervention</li> <li>Consistent campus generated interim assessments to drive learning based on student need.</li> </ol>	
<b>Family and Community Involvement</b>	<ol style="list-style-type: none"> <li>Started at PTA 2019-2020 school year</li> <li>Increased communication with families through social media, parent meetings, call outs, etc.</li> <li>Parents as teachers, AVANCE, and Fort Worth Children's Partnership programs engaged families</li> </ol>	<ol style="list-style-type: none"> <li>Better system to recruit and utilize parent/family volunteers.</li> <li>Intentional focus on providing Spanish and Burmese translations for parents.</li> <li>Additional family events to engage parents/families in school and student learning.</li> </ol>	

<b>School Context and Organization</b>	1.	Leadership communication and processes	1.	Collaboratively determine, set, and reinforce campus expectations for instruction, culture, and processes.
	2.	Teacher voice in campus decisions	2.	Master schedule revision/flexibility to include more PLC time to increase teacher effectiveness and provide students with additional support from campus supports (Librarian, Counselor, Case Worker, Reading Interventionist, Specialized ESL Teacher, Title 1 Intervention TA, and Computer Lab Assistant)
	3.			
			3.	Continue to add opportunities for teacher/staff voice in the decision making process.

# Academic Excellence Goals

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

Campus Name: 110 - Peak ES, Carroll

Principal: San Jacinto, Kalyn

Executive Director: Susan Hernandez

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.	--	33.00	--		
	Increase student performance in the meets category for 3rd grade reading from		29%		40%	EOY
	Increase student performance in the meets category for 4th grade math from		50%		60%	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	Effectively utilize MAP and other campus reading data (LLI, F&P, etc.) to monitor reading progress and intervene with students as needed. (ESF 5.3)	Data Analyst assists teachers in administering the assessment and preparing the results for teacher analysis.	Instructional Leadership, Data Analyst	10/19/2020	Title I	65,000	Not Started	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.
2 Title I	Effectively utilize MAP and other campus reading data (LLI, F&P, etc.) to monitor reading progress and intervene with students as needed. (ESF 5.3)	Computer Lab TA assists with monitoring students as they assess and maintaining computers needed for assessment	Other	10/5/2020	Title I	30,000	Not Started	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.
3 Title I	Effectively utilize MAP and other campus reading data (LLI, F&P, etc.) to monitor reading progress and intervene with students as needed. (ESF 5.3)	Reading Interventionist reviews MAP and LLI data to create and utilize reading intervention groups for students K-3. We will purchase equipment, supplies, and materials necessary to implement strategy.	Other	9/21/2020	SCE	2,000	On Target	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.
4 Title I	Effectively utilize MAP and other campus reading data (LLI, F&P, etc.) to monitor reading progress and intervene with students as needed. (ESF 5.3)	Specialized ESL Teacher reviews previous TELPAS, MAP, and LLI data to create and utilize reading intervention groups for ESL students K-5. We will purchase equipment, supplies, and materials necessary to implement strategy.	Other	9/21/2020	Bilingual	1,235	On Target	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.
5 Title I	Effectively utilize MAP and other campus reading data (LLI, F&P, etc.) to monitor reading progress and intervene with students as needed. (ESF 5.3)	Teachers utilize MAP data to create intervention plans for students. We will purchase equipment, supplies, and materials necessary to implement strategy.	Teacher(s)	10/19/2020	Title I	10,000	Not Started	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.

6	Title I	Effectively utilize MAP and other campus reading data (LLI, F&P, etc.) to monitor reading progress and intervene with students as needed. (ESF 5.3)	Literacy teachers are trained on F&P, LLI, and other professional development topics to implement researched based literacy instruction into their classes including: Small Group Guided Reading. We will purchase equipment, supplies, and materials necessary to implement strategy.	Instructional Leadership	10/12/2020	Local (Basic Allotment)	5,000	On Target	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.
7	Title I	Effectively utilize MAP and other campus reading data (LLI, F&P, etc.) to monitor reading progress and intervene with students as needed. (ESF 5.3)	Inclusion/resource teacher will support students on caseload with a focus in reading classes. We will purchase equipment, supplies, and materials necessary to implement strategy.	Teacher(s)	9/8/2020	Special Education	1,165	Not Started	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.
8	Title I	Effectively utilize MAP and other campus reading data (LLI, F&P, etc.) to monitor reading progress and intervene with students as needed. (ESF 5.3)	Campus will purchase "Accelerated Reader" program through Renaissance as a support for reading in grades K-5.	Principal	10/12/2020	Title I	3,253	Not Started	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.
9	Title I	Effectively utilize MAP and other campus reading data (LLI, F&P, etc.) to monitor reading progress and intervene with students as needed. (ESF 5.3)	Teachers utilize CLI data to create intervention plans for students. We will purchase equipment, supplies, and materials necessary to implement strategy.	Principal,Teacher(s)	10/20/2020	SCE	3,240	Not Started	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.
10	Title I	Effectively utilize MAP and other campus reading data (LLI, F&P, etc.) to monitor reading progress and intervene with students as needed. (ESF 5.3)	Campus will help students to learn safely. We will purchase equipment, supplies, and materials necessary to implement strategy.	Principal,Assistant Principal	10/20/2020	Title I	18,631	On Target	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.
11	Title I	Implement effective Data-Driven Instruction (DDI) practices (ESF 5.3)	Train ILT on DDI process.	Student Support Services	9/11/2020	Local (Basic Allotment)	0	Completed	Increase student performance in the meets category for 3rd grade reading from 29% to 40%
12	Title I	Implement effective Data-Driven Instruction (DDI) practices (ESF 5.3)	Instructional Coaches meet with other ICs in district to create first round of interim assessments aligned to curriculum, state standards, and high leverage TEKS.	Instructional Leadership	9/16/2020	Local (Basic Allotment)	0	On Target	Increase student performance in the meets category for 3rd grade reading from 29% to 40%
13	Title I	Implement effective Data-Driven Instruction (DDI) practices (ESF 5.3)	Professional Development for teachers on DDI purpose and process. We will purchase equipment, supplies, and materials necessary to implement strategy.	Instructional Leadership	9/25/2020	Title I	1,000	Not Started	Increase student performance in the meets category for 3rd grade reading from 29% to 40%
14	Title I	Implement effective Data-Driven Instruction (DDI) practices (ESF 5.3)	Data analyst will create and share campus interim assessment calendar.	Instructional Leadership	9/25/2020	Title I	0	On Target	Increase student performance in the meets category for 3rd grade reading from 29% to 40%
15	Title I	Implement effective Data-Driven Instruction (DDI) practices (ESF 5.3)	Data Analyst assists teachers in administering the assessment through Eduphoria AWARE and preparing the results for teacher analysis.	Instructional Leadership	9/25/2020	Title I	0	On Target	Increase student performance in the meets category for 3rd grade reading from 29% to 40%

16	Title I	Implement effective Data-Driven Instruction (DDI) practices (ESF 5.3)	Teachers utilize interim assessment data to create intervention/reteach plans for students focusing on high-leverage TEKS. ILT facilitates the planning. We will purchase equipment, supplies, and materials necessary to implement strategy.	Teacher(s)	9/28/2020	Title I	1,000	Not Started	Increase student performance in the meets category for 3rd grade reading from 29% to 40%
17	Title I	Implement effective Data-Driven Instruction (DDI) practices (ESF 5.3)	Instructional coaches develop and facilitate professional development based on the needs identified through DDI process. We will purchase equipment, supplies, and materials necessary to implement strategy.	Instructional Leadership	9/30/2020	Title I	3,000	Not Started	Increase student performance in the meets category for 3rd grade reading from 29% to 40%
18	Title I	Implement effective Data-Driven Instruction (DDI) practices (ESF 5.3)	Instructional leadership team collaborates with teachers to ensure reteach plans are effective and implemented according to the action plan/reteach calendar.	Instructional Leadership	9/28/2020	Title I	0	Not Started	Increase student performance in the meets category for 3rd grade reading from 29% to 40%
19	Title I	Implement effective Data-Driven Instruction (DDI) practices (ESF 5.3)	Teachers reassess retaught standards.	Teacher(s)	10/2/2020	Title I	0	Not Started	Increase student performance in the meets category for 3rd grade reading from 29% to 40%
20	Title I	Implement effective Data-Driven Instruction (DDI) practices (ESF 5.3)	Teachers and instructional coaches create additional three week interim assessments aligned to curriculum, state standards, and high leverage TEKS. DDI cycle repeats. We will purchase equipment, supplies, and materials necessary to implement strategy including replacement technology (e.g. Chromebook carts).	Instructional Leadership,Teacher(s)	10/9/2020	Title I	60,000	Not Started	Increase student performance in the meets category for 3rd grade reading from 29% to 40%
21	Title I	Implement effective Data-Driven Instruction (DDI) practices (ESF 5.3)	Title 1 Teacher's Assistant assists teachers with small group support. We will purchase equipment, supplies, and materials necessary to implement strategy.	Other	10/9/2020	Title I	30,000	Not Started	Increase student performance in the meets category for 3rd grade reading from 29% to 40%
22	Title I	Implement effective Data-Driven Instruction (DDI) practices (ESF 5.3)	Teachers will have the supplies needed to effectively implement the DDI process. We will purchase equipment, supplies, and materials necessary to implement strategy.			Local (Basic Allotment)	4,058		Increase student performance in the meets category for 3rd grade reading from 29% to 40%
23	Title I	Teachers create objective-driven daily lesson plans with formative assessments. (ESF 5.1)	Teacher professional development to discuss campus focus for 2020-21 including two ESF Levers (High-Quality Curriculum and Effective Instruction)	Instructional Leadership	8/31/2020	Title I	0	Completed	Increase student performance in the meets category for 3rd grade reading from 29% to 40%
24	Title I	Teachers create objective-driven daily lesson plans with formative assessments. (ESF 5.1)	Principal collaborates with teachers to determine "look fors" in effective classrooms aligned to ESF levers. These "look fors" will be identified in campus walkthroughs. Teachers identify aligned objectives as an expected "look for" in an effective classroom. Aligned objectives to be posted and known by students. We will purchase equipment, supplies, and materials necessary to implement strategy.	Principal,Instructional Leadership,Teacher(s)	9/1/2020	Title I	1,000	Completed	Increase student performance in the meets category for 3rd grade reading from 29% to 40%
25	Title I	Teachers create objective-driven daily lesson plans with formative assessments. (ESF 5.1)	On-going professional development through PLCs and faculty meetings about Lead4ward, TEKS Resouce System, unpacking TEKS, creating aligned learning objectives, student goal setting, etc. We will purchase equipment, supplies, and materials necessary to implement strategy.	Principal,Instructional Leadership,Teacher (s),Data Analyst	9/1/2020	Title I	5,000	On Target	Increase student performance in the meets category for 3rd grade reading from 29% to 40%

26	Title I	Teachers create objective-driven daily lesson plans with formative assessments. (ESF 5.1)	ILT utilizes ESF Lever Aligned "look fors" when conducting walkthroughs, coaching, and providing feedback. Feedback tracker utilized to ensure aligned/consistent feedback from ILT members. We will purchase equipment, supplies, and materials necessary to implement strategy.	Principal,Assistant Principal,Instructional Leadership		Title I	500	On Target	Increase student performance in the meets category for 3rd grade reading from 29% to 40%
27	Title I	Teachers create objective-driven daily lesson plans with formative assessments. (ESF 5.1)	ILT creates PD aligned to campus needs which arise from classroom observations. We will purchase equipment, supplies, and materials necessary to implement strategy.	Principal,Assistant Principal,Instructional Leadership,Student Support Services,Data Analyst		Title I	2,000	On Target	Increase student performance in the meets category for 3rd grade reading from 29% to 40%
28	Title I	Teachers create objective-driven daily lesson plans with formative assessments. (ESF 5.1)	Professional development through PLCs and faculty meetings on the topic of: creating aligned formative assessments. We will purchase equipment, supplies, and materials necessary to implement strategy.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst		Title I	500	On Target	Increase student performance in the meets category for 3rd grade reading from 29% to 40%
29	Title I	Teachers create objective-driven daily lesson plans with formative assessments. (ESF 5.1)	Aligned formative assessments created collaboratively prior to lesson and student results analyzed after lesson. We will purchase equipment, supplies, and materials necessary to implement strategy.	Instructional Leadership,Teacher (s),Data Analyst		Title I	1,000	On Target	Increase student performance in the meets category for 3rd grade reading from 29% to 40%
30	Title I	Teachers create objective-driven daily lesson plans with formative assessments. (ESF 5.1)	In walkthroughs and coaching sessions, formative assessments will be analyzed for alignment to TEKS, curriculum, and instruction.	Principal,Assistant Principal,Instructional Leadership		Title I	0	On Target	Increase student performance in the meets category for 3rd grade reading from 29% to 40%
31	Title I	Teachers create objective-driven daily lesson plans with formative assessments. (ESF 5.1)	GT students will be provided with enrichment activities. We will purchase equipment, supplies, and materials necessary to implement strategy.			Gifted & Talented	324		Increase student performance in the meets category for 3rd grade reading from 29% to 40%
32	Title I	Implement effective Data-Driven Instruction (DDI) practices (ESF 5.3)	See action steps for goal 2	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,External Stakeholder,Other,Data Analyst		Local (Basic Allotment)	0		Increase student performance in the meets category for 4th grade math from 50% to 60%
33	Title I	Teachers create objective-driven daily lesson plans with formative assessments. (ESF 5.1)	See action steps for smart goal 2	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst	8/31/2020	Title I	0	On Target	Increase student performance in the meets category for 4th grade math from 50% to 60%

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: 110 - Peak ES, Carroll

Principal: San Jacinto, Kalyn

Executive Director: Susan Hernandez

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	31	40	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	Effectively utilize MAP and other campus reading data (LLI, F&P, etc.) to monitor reading progress and intervene with students as needed. (ESF 5.3)	See action steps for same strategy in section 3.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst		Title I	0		Percent of students at grade level or above in reading will increase from 31 to 40%
2	Title I Implement effective Data-Driven Instruction (DDI) practices (ESF 5.3)	See action steps for same strategy in section 3	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Other,Data Analyst		Title I	0		Percent of students at grade level or above in reading will increase from 31 to 40%
3	Title I Teachers create objective-driven daily lesson plans with formative assessments. (ESF 5.1)	See action steps for same strategy in section 3	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Other,Data Analyst		Title I	0		Percent of students at grade level or above in reading will increase from 31 to 40%

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: 110 - Peak ES, Carroll

Principal: San Jacinto, Kalyn

Executive Director: Susan Hernandez

SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	Campus will increase number of classes/workshops for families (parenting skills, family support, child development, etc.) as measured by the School Profile from			EOY
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from			EOY
	Health Related - (Target 75%) Percentage of assignments completed by the Campus Local Wellness Coordinator will increase from		50%	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	Leverage parent involvement opportunities present on the campus.	Promote and utilize newly formed PTA to schedule family involvement events.	External Stakeholder		PTA/PTO	500		Campus will increase number of classes/workshops for families.
2 Title I	Leverage parent involvement opportunities present on the campus.	Hire parent liaison to assist with reaching out to parents. Funds from HCM	Principal,Assistant Principal		Local (Basic Allotment)	0		Campus will increase number of classes/workshops for families.
3 Title I	Leverage parent involvement opportunities present on the campus.	Create monthly campus culture committees to create monthly culture events for staff, students, and families.	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Data Analyst		Title I	1,000		Campus will increase number of classes/workshops for families.

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:

