

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: Baez-Carrasquillo, Deborah

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

Executive Director: Miguel Elizondo

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: 40

Special Education: 13

Dual Language/ESL: 45.7

Gifted and Talented: 0

Career and Technology: 0

Percentage of at-risk students: 51.6

Percentage of English Language (EL) students: 47.3

Percentage of economically disadvantage students: 90.5

2020-2021 Campus Site-Based Committee

Name	Role
Deborah Baez-Carrasquillo	Principal
Beth Watson	Community Representative
Jennifer Queretaro	Community Representative
Dr. Jessica Salazar	Business Representative
Maricruz De La Rosa	Parent
Alma De La Rosa	Parent
Ana Hernandez	Parent
Fernando Cardoso	Teacher
Melanie Heckmann	Teacher
Misty Warren	Teacher
Michelle Barajas	Teacher
Stephanie Midkiff	Campus Non-Teacher Professional
Stephanie Carey	District Employee Relations Council Representative
April Camillone	Additional Representative Appoinment

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 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: Student Achievement .	80 - B
Domain 2: School Progress .	
Domain 3: Closing The Gaps .	

Campus Distinction Designations

Academic Achievement in Mathematics:

Academic Achievement in Science:

Academic Achievemnt in English Language Arts/Reading:

Top 25 Percent: Comparative Academic Growth:

Postsecondary Readiness:

Top 25 Percent: Comparative Closing the Gaps:

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.
Demographics	1. Teacher/student ratio is aligned with TEA recommendations.	1. There is a need to increase student enrollment.	1. Reading Growth for All Students: 90% of all students will meet grade level reading expectations as measured by Fountas & Pinnell Assessment, MAP Fluency, and the Overall Phonological Awareness of CLI Progress Monitoring assessment by April 2021. 2. Student Technology Proficiency: Increase student engagement in the use of digital tools within the learning management system by 10% monthly until 100% is reached. 3. Technology Proficiency: By December 2020, 90% of parents will engage with technology to be actively involved in their child's education by accessing Parent Portal, and SMORES newsletter.
	2. School staff is culturally diverse to meet the needs of student demographics. 99% of students are identified as "Other Than White." 75% of employees are identified as "Other Than White."	2. Teachers can benefit from training to meet the needs of students with a Speech Impairment. 70% of students identified with a Primary Disability have a Speech Impairment.	
	3.	3. There is a need for instructional staff to receive training on proven strategies to support EL students.	
Student Achievement	1. MAP Fluency data reflects 80% of Kindergarten students met or exceeded expectations in Phonological Awareness.	1. There is a need to increase authentic writing opportunities across all content areas.	4. 5.
	2. CLI Progress Monitoring data for PreK students reflects student growth in all Literacy areas.	2. CLI Progress Monitoring Math data shows there is a need to improve PreK students' Math abilities in the area of number sense.	
	3. Bilingual tutor provided Phonological Awareness support for Tier 2 and 3 students.	3. 56% of Kindergarten students (72% RP students and 27% of Bilingual students) were reading on grade level by March 2020.	
School Culture and Climate	1. We have a hospitality committee.	1. Increase staff participation at campus events.	
	2. School staff promotes student soci-emotional well being through the use of PBIS Intervention supports (Ex. Conscious Discipline.)	2. Ensure relationship building activities take place in all classrooms each day.	
	3. Students receive bi-weekly guidance lessons.	3.	
Staff Quality/ Professional Development	1. Teachers are certified to teach the programs offered. (Ex. Dual Language, ESL, ECSE.)	1. There is a need for instructional staff to receive training on proven strategies in all areas of Literacy.	
	2. Teachers participated in more than the required numbers of professional development hours.	2. There is a need to improve teachers' abilities to use technology as an instructional tool.	
	3.	3.	
Curriculum, Instruction, and Assessment	1. Teachers used FWISD Scope and Sequence to design lessons and participated in weekly PLC's.	1. 60% of students submitted online learning assignments.	
	2. Teachers used Learning Targets to guide instruction and assessment.	2. There is a need to use formative data to measure student performance.	
	3. Data Analyst helped with assessment and collection of data. Assisted teachers with interventions to improve student outcomes.	3. CLI Progress Monitoring Math data shows there is a need to improve instruction in the area of number sense.	
Family and Community Involvement	1. There was an increase in the number of parent volunteers and parent involvement activities.	1. Advertise family involvement activities with ample time.	
	2. Parent Liaison built strong relationships between campus and community.	2. Choose a back-up platform to share pertinent information with the school community.	
	3. Counselor led Parent University workshops.	3. Only 63% of PreK parents showed proficiency in using technology as a learning tool.	

School Context and Organization

1.	Time is allocated in the master schedule to provide students with intensive instructional support.	1.	Evenly distribute literacy block into the four components of Literacy: Knowledge of words, oral reading fluency, reading comprehension, and writing
2.	Staff collaborated to develop a clearly defined motto, mission statement, and vision statement which is used in decision making.	2.	Have a designated time of the day for accelerated instruction to help close the achievement gap due to COVID-19 pandemic.
3.		3.	

Academic Excellence Goals

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

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

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Executive Director: Miguel Elizondo

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.	--	77.00	--		
	90% of all students will meet grade level reading expectations as measured by MAP Fluency, MAP Growth, and the overall phonological awareness of CLI Progress Monitoring by April 2021.					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	Coordinate and implement interventions to support student progress and growth in reading. By MOY MAP and CLI assessments, 60% of students will be reading on grade level, and by EOY 90% of students will be reading on grade level.	Provide a substitute to allow teachers to conduct 1:1 CLI, and TxKEA assessments.	Principal	5/28/2021	Title I	2,400		Accurate assessment results
2 Title I	Coordinate and implement interventions to support student progress and growth in reading. By MOY MAP and CLI assessments, 60% of students will be reading on grade level, and by EOY 90% of students will be reading on grade level.	Hire tutor to assist with accelerating instruction to help close achievement gap.	Instructional Leadership	5/28/2021	Title I	6100.00		Tutoring plans, assessment results
3 Title I	Coordinate and implement interventions to support student progress and growth in reading. By MOY MAP and CLI assessments, 60% of students will be reading on grade level, and by EOY 90% of students will be reading on grade level.	Guiding coalitions (lead teachers) meetings after school hours and PreLAS testing.	Principal	6/11/2021	Title I	2,300		coaching meetings, assessment results
4 Title I	Coordinate and implement interventions to support student progress and growth in reading. By MOY MAP and CLI assessments, 60% of students will be reading on grade level, and by EOY 90% of students will be reading on grade level.	Hire Data Analyst to support staff with data driven instruction.	Principal,Assistant Principal,Data Analyst	5/28/2021	Title I	64252.00		PLCs, data meetings, lesson plans
5 Title I	Coordinate and implement interventions to support student progress and growth in reading. By MOY MAP and CLI assessments, 60% of students will be reading on grade level, and by EOY 90% of students will be reading on grade level.	Supplies that will help students reach reading goals.	Instructional Leadership,Teacher(s)	1/15/2021	Title I	4,264		acquisition of materials
6 Title I	Coordinate and implement interventions to support student progress and growth in reading. By MOY MAP and CLI assessments, 60% of students will be reading on grade level, and by EOY 90% of students will be reading on grade level.	Supplies that will help students reach reading goals.	Instructional Leadership,Teacher(s)	12/16/2020	SCE	2,148		acquisition of materials

7	Title I	Coordinate and implement interventions to support student progress and growth in reading. By MOY MAP and CLI assessments, 60% of students will be reading on grade level, and by EOY 90% of students will be reading on grade level.	Librarian will use Destiny to determine which titles engage students and increase the likelihood of reaching reading goals.	Principal,Other	10/30/2020	Title I	3,000		purchase library books
8	LEP	Coordinate and implement interventions to support student progress and growth in reading. By MOY MAP and CLI assessments, 60% of students will be reading on grade level, and by EOY 90% of students will be reading on grade level.	Supplies that will help students reach reading goals.	Instructional Leadership,Teacher(s)	4/30/2021	Local (Basic Allotment)	4,050		acquisition of materials
9	SPED	Coordinate and implement interventions to support student progress and growth in reading. By MOY MAP and CLI assessments, 60% of students will be reading on grade level, and by EOY 90% of students will be reading on grade level.	Supplies that will help students reach reading goals.	Teacher(s)	10/30/2020	Special Education	2,085		acquisition of materials
10	LEP	Coordinate and implement interventions to support student progress and growth in reading. By MOY MAP and CLI assessments, 60% of students will be reading on grade level, and by EOY 90% of students will be reading on grade level.	Supplies that will help students reach reading goals.	Teacher(s)	12/16/2020	Bilingual	654		acquisition of materials

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

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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	56	90	EOY
	Increase student engagement in the use of digital tools within the learning management system by 10% monthly until 100% is reached.			

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	Coordinate and implement interventions to support student progress and growth in reading through the use of technology. Increase student engagement in the use of digital tools within the learning management system by 10% monthly until 100% is reached.	Purchase student chromebooks. Teachers will support student usage of digital tools to reach reading goals.	Teacher(s),Other	11/20/2020	Title I	32,366		assessment data
2 LEP	Coordinate and implement interventions to support student progress and growth in reading through the use of technology. Increase student engagement in the use of digital tools within the learning management system by 10% monthly until 100% is reached.	Purchase laptops, phones, webcams, etc. to help students reach reading goals.	Instructional Leadership	12/16/2020	Local (Basic Allotment)	2,950		assessment data

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

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from			
	By December 2020, 90% of parents will engage with technology to be actively involved in their child's education by accessing Parent Portal, and SMORES newsletter.			

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	By December 2020, 90% of parents will engage with technology to be actively involved in their child's education by accessing Parent Portal, and SMORES newsletter.	Hire Parent liaison to communicate and train families in the use of digital tools.	Principal, Other	6/18/2021	Title I	2,000		parent trainings in campus computer lab
2 Title I	By December 2020, 90% of parents will engage with technology to be actively involved in their child's education by accessing Parent Portal, and SMORES newsletter.	Purchase subscription to SMORE's newsletter. Each grade level will highlight student work for parents to see and include tips to help their child become a better reader.	Principal, Assistant Principal, Instructional Leadership, Teacher (s), Student Support Services, External Stakeholder, Other, Data Analyst	10/30/2020	Title I	1,002		increase parent communication and engagement
3 Title I	By December 2020, 90% of parents will engage with technology to be actively involved in their child's education by accessing Parent Portal, and SMORES newsletter.	Purchase necessary items to carry out parent involvement activities.		5/28/2021	Title I	582		increase parent involvement
4 Title I	By December 2020, 90% of parents will engage with technology to be actively involved in their child's education by accessing Parent Portal, and SMORES newsletter.	Hire Parent liaison to communicate and train families in the use of digital tools.			Title I	9000.00		parent trainings in campus computer lab

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:

