

Mission Statement

Vision

"A legacy of excellence."

Campus Values

Respect

Reflection

Perseverance

Collaboration

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Comprehensive Needs Assessment

Revised/Approved: August 2, 2023

Demographics

Demographics Summary

Carroll Peak Elementary is an urban elementary school in the Morningside area of Fort Worth, Texas. It was originally founded in 1914 and named after Carroll M. Peak, Fort Worth's first doctor. CPE educates approximately 460 students in grades Pre-K 3-year old through 5th grade. Many of our students come from multigenerational families who speak a variety of languages, including but not limited to: English, Spanish, and Burmese. We have several invested community partners which help support our campus efforts including: Fort Worth Children's Partnership, Hillside Community Center, Bethlehem Center, and the YMCA of Fort Worth.

school supplies, and school uniforms, winter coats, etc. to those in need. W

Student Learning

Student Learning Summary

Student Learning Summary:

Carroll Peak Elementary has made significant academic gains in the past 6 years from an Improvement Required campus to a Texas Education Agency B-rated campus, based on the most recent STAAR in the Spring of 2022. The B-rating was based on School Progress which scored an 88. Closing the Gaps scored 74, and Student Achievement scored 54. To help

- Carroll Peak's greatest student learning strength is the progress from Improvement Required to a TEA B-rating over six school years. Targeted quality tier one instruction and intentional during and after school interventions were key factors in that success. Teacher commitment in the PLC process played an important role in this growth.
- Students and teachers engage in data tracking conferences and goal-setting processes to analyze BOY/ MOY/ EOY NWEA Math and Reading and benchmark data, along with analyzing formative assessments.
- At the end of the 2022-23 school year, 91% of pre-k4 students were "on track" on Math according to the Circle Assessment and 97% "on track" on Phonological Awareness.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Fourth grade students dropped 21% at the Meets Level on STAAR Reading from 2022 (44%) to 2023 (23%).

School Processes & Programs

School Processes & Programs Summary

To create a campus culture which is focused on academic success for all students, our lesson plans follow the FWISD scope and sequence, curriculum, and resources. Daily lesson plan expectations include: the state TEKS, the learning objective(s) written in student-friendly terms, and TEKS aligned activities and formative assessment(s). Teachers are expected

TEKS to be able to select appropriately scaffolded and/or enrichment instructional materials to create effective lessons to grow all students' proficiency.

Problem Statement 2: The MTSS identification, monitoring, and implementation process is not a consistent schoolwide practice resulting in students falling further behind

Perceptions

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): In the 2022-2023 school year, African American students made up 67% of suspensions compared to Hispanics with 33%. **Root Cause:** Staff and students need intentional and continuing development in the following areas: conflict resolution, self-regulation, de-escalation skills, and culturally responsive teaching.

Problem Statement 2: In the 2022-2023 school year, African American students had a 90.1% attendance rate compared to Hispanics with 93.1% and White 93.6%. **Root Cause:** A

Priority Problem Statements

Problem Statement 1: The campus attendance average is below the district's attendance average. Carroll Peak has 28% of its students labeled as chronically absent. The demographic group with the highest percentage of chronically absent students is African American, where 37% of students are identified as chronically absent.

Root Cause 1: Our attendance committee needs more specificity including: clear roles, responsibilities, goals, and dates for consistent meetings and for parent information events.

Problem Statement 1 Areas: Demographics

Problem Statement 2: In the 2022-2020Cam

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Study of best practices
- Action research results

District Goals

Revised/Approved: June 21, 2023

High Priority

Evaluation Data Sources: CLI Wave 3 for PK3 and PK4.

Strategy's Expected Result/Impact: 100% of PreK teachers will follow and implement the Creative Curriculum for Texas as evidenced in walkthroughs and 100% of PreK teachers will engage in weekly PLCs targeting lesson planning and data analysis.

Staff Responsible for Monitoring: Administrators, Instructional Coach, Data Analyst, PreK Teachers

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Build a foundation of reading and math, Improve low-performing schools

Action Step 1 Details**Reviews**

Action Step 1: Instructional Leadership Team supports teachers in delivering aligned instruction, activities, and assessments by using professional development time to teach teachers how to fully unpack standards and evaluate lessons for alignment and/or make adjustments as needed to ensure alignment to the tier 1 level of rigor outlined in the TEKS. Focus on differentiation to close achievement gap for at-risk students.

Intended Audience: Teachers

Provider / Presenter / Person Responsible: ILT

Date(s) / Timeframe: August-October

Collaborating Departments: Literacy

Delivery Method: In person

Funding Sources: Supplies and materials for instructional use to implement aligned instruction - Title I (211) - 211-11-6399-04E-110-30-510-000000-24F10



Strategy's Expected Result/Impact: Support teacher skill and knowledge to plan effective lessons.

Staff Responsible for Monitoring: ILT

Title I:

Problem Statement 1: Fourth grade students dropped 21% at the Meets Level on STAAR Reading from 2022 (44%) to 2023 (23%). **Root Cause:** Quality professional learning to support understanding the depth of the state standards to be able to create TEKS aligned lessons and exit tickets.

Evaluation Data Sources: MAP Fluency EOY English and Spanish

Action Step 2 Details	Reviews			
<p>Action Step 2: Teachers will engage in after-hours Professional Learning sessions targeting best practices aligned to the instructional materials in order to improve Tier 1 instruction.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Administrators, Literacy and Bilingual Department Staff</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Collaborating Departments: Literacy and Bilingual Department</p> <p>Delivery Method: In-person</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>0% No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> </div>				

Evaluation Data Sources: K-5 MAP Reading EOY

Strategy's Expected Result/Impact: Support teacher skill and knowledge to plan effective lessons.

Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.6

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Action Step 1 Details

Reviews

Action Step 1: Data Analyst will create and follow PLC protocol that will focus on equity, standards alignment, internalization of lesson planning and data analysis. Data Analyst and Instructional Coach will facilitate weekly PLCs and data meetings. General supplies needed for implementation will be purchased.

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Data Analyst, Instructional Coach

Date(s) / Timeframe: August 2023 - May 2024

Collaborating Departments: Early Learning, Literacy, and Bilingual Department

Evaluation Data Sources: Circle Math EOY,

Strategy's Expected Result/Impact: Support teacher skill and knowledge to plan effective lessons.

Staff Responsible for Monitoring: Administrators, Instructional Coach

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

- Additional Targeted Support Strategy

Problem Statements: School Processes & Programs 1

Action Step 1 Details	Reviews	
<p>Action Step 1: ILT and math teachers will engage in professional learning sessions during PLCs and/ or after school targeting Eureka math and the math trajectory from concrete to abstract and to grow students at all levels. General supplies will be purchased to support student enrichment activities.</p> <p>Intended Audience: Teachers</p> <p>Provider / Presenter / Person Responsible: Administrators, Instructional Coach</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Collaborating Departments: Math Department</p> <p>Delivery Method: In-person</p> <p>Funding Sources: General supplies and materials for enrichment - Gifted & Talented (199 PIC 21) - - \$274</p>	Formative	Summative

Evaluation Data Sources: TX KEA EOY





Strategy's Expected Result/Impact: Support teachers skill and knowledge to plan effective lessons.

Staff Responsible for Monitoring: Administrators, Instructional Coach





Title I:

2.4, 2.5, 2.6

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Action Step 2 Details	Reviews			
<p>Action Step 2: Ensure weekly PLCs focus on developing engaging and rigorous lessons that are differentiated based on student needs.</p> <p>Intended Audience: ILT and Teachers</p> <p>Provider / Presenter / Person Responsible: ILT</p> <p>Date(s) / Timeframe: Weekly throughout the year</p> <p>Collaborating Departments: Math</p> <p>Delivery Method: In-person</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Evaluation Data Sources: EOY MAP Growth Math

Action Step 2 Details	Reviews			
<p>Action Step 2: Computer Lab Assistant will monitor students in the lab as they work on district programs such as Lexia Core 5 and Dreambox which meets students where they are academically, in order to provide differentiation and enrichment and grow all students at least one grade level.</p> <p>Intended Audience: Students Provider / Presenter / Person Responsible: Computer Lab Assistant Date(s) / Timeframe: Weekly throughout the year Delivery Method: Online</p> <p>Funding Sources: Computer Lab Assistant - Title I (211) - 211-11-6129-04U-110-30-510-000000-24F10 - \$34,375</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Problem Statement 1: Fourth grade students underperformed the district average by 9% on both Math and Reading STAAR at the Meets Level. CPE Math & Reading at Meets Level 23% District Math & Reading at Meets Level 32% **Root Cause:** Teachers need support understanding the depth of the state standards and the vertical alignment of TEKS to be able to select appropriately scaffolded and/or enrichment instructional materials t!

Evaluation Data Sources: STAAR Reading 3rd-5th Grade

Strategy's Expected Result/Impact: Tracking student progress to ensure growth for all.



Staff Responsible for Monitoring: ILT

Title I:

2.4, 2.5, 2.6





- **TEA Priorities:**

Recruit, support, retain teachers and principal > retain t _ ! !

Action Step 2 Details	Reviews			
<p>Action Step 2: Intervention and acceleration tutorial services during and after school for 2nd-5th grade students targeted based on 2023 STAAR/ MAP Growth data. Attendance will be recorded and monitored.</p> <p>Intended Audience: Targeted students</p> <p>Provider / Presenter / Person Responsible: Teachers, Data Analyst, Administrators, Instructional Coach</p> <p>Date(s) / Timeframe: September 2023 - April 2024</p> <p>Collaborating Departments: none</p> <p>Delivery Method: In-person</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>No Progress</p> </div> <div style="text-align: center;">  <p>Accomplished</p> </div> </div>				

Evaluation Data Sources: STAAR Math 3rd-5th Grade

Action Step 2 Details	Reviews
<p>Action Step 2: Administrators will track weekly walkthroughs and feedback, including coaching conversations, in Eduphoria Strive with a goal of 100% of teachers achieving at a minimum of Proficient level in TTESS Domains 2 and 3 by</p>	

Action Step 2 Details	Reviews			
<p>Action Step 2: Develop the capacity in teachers and the Attendance Committee by implementing schoolwide and individualized systems and protocols targeting students who have been identified as chronically absent.</p> <p>Intended Audience: Teachers, FES, Students, Families</p> <p>Provider / Presenter / Person Responsible: ILT, Attendance Committee, FES</p> <p>Date(s) / Timeframe: August 2023 - May 2024</p> <p>Collaborating Departments: District Student and Support Services, Parent Partnerships</p> <p>Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				


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Action Step 2 Details	Reviews			
<p>Action Step 2: The campus leadership will determine and communicate with staff a system to monitor that staff is meeting the campus expectations set for documenting (attendance, behavior, and academics) in Branching Minds.</p> <p>Intended Audience: ILT and Campus Staff</p> <p>Provider / Presenter / Person Responsible: Campus Leadership</p> <p>Date(s) / Timeframe: At the start of the year.</p> <p>Collaborating Departments: none</p> <p>Delivery Method: In person</p>	Formative			Summative
	Nov	Jan	Mar	June
Action Step 3 Details	Reviews			
<p>Action Step 3: Assistant Principal will attend the Changing the Odds conference focused on helping conference attendees understand how to create a world of emotionally thriving people, for themselves and for the children with whom they work.</p>				

Title I:

2.4, 2.6, 4.2

- **TEA Priorities:**

Provider / Presenter / Person Responsible: Principal				
Date(s) / Timeframe: August 2023 - May 2024				
Delivery Method: Online				
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Campus Funding Summary

Parent Engagement							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
4	3	2	2	Snacks for family events.	Snacks for Parents to promote participation	211-61-6499-04L-110-30-510-000000-24F10	\$2,748.00
Sub-Total							\$2,748.00
Budgeted Fund Source Amount							\$2,748.00
+/- Difference							\$0.00
BEA (199 PIC 25)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	General Supplies for Bilingual Students	Supplies and materials - instruction	199-11-6399-001-110-25-313-000000	\$2,720.00
Sub-Total							\$2,720.00
Budgeted Fund Source Amount							\$2,720.00
+/- Difference							\$0.00
Gifted & Talented (199 PIC 21)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
2	1	1	1	General supplies and materials for enrichment	GENERAL SUPPLIES		\$274.00
Sub-Total							\$274.00
Budgeted Fund Source Amount							\$274.00
+/- Difference							\$0.00
SPED (199 PIC 23)							
District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
1	3	1	1	General Supplies for Special Education Students	GENERAL SUPPLIES		\$1,967.00
Sub-Total							\$1,967.00
Budgeted Fund Source Amount							\$1,967.00
+/- Difference							\$0.00
Grand Total Budgeted							\$150,466.97

SPED (199 PIC 23)

District Goal	School Performance Objective	Strategy	Action Step	Resources Needed	Description	Account Code	Amount
						Grand Total Spent	\$150,466.97
						+/- Difference	\$0.00

Addendums









Carroll Peak Elementary Sign-In

Date: 9/17/23

Meeting Type:

