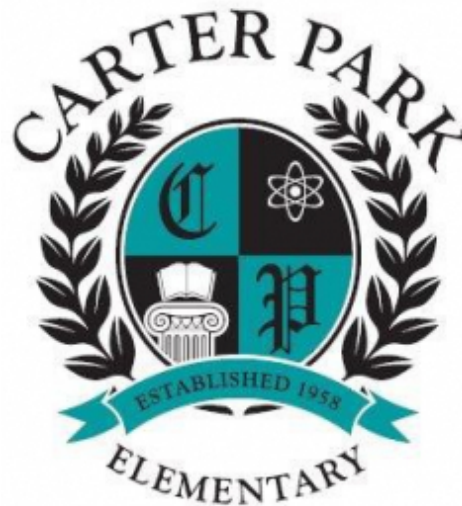


**Fort Worth Independent School District**  
**111 Carter Park Elementary School**  
**2021-2022 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Mission Statement

## Mission Statement

“Erasing the Opportunity Gap in our Community.”

## Vision

### CAMPUS VISION

Our vision is to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion. Students will have success for today and be prepared for tomorrow.

## Core Beliefs

Equal access and opportunity to learn is the right of every student. School curricula and instruction must be rigorous, relevant, engaging, and provide students with multiple options and opportunities for the future. The ultimate measure of what is taught is what is learned. Teachers are our most valuable resource, and the focus of all our efforts is to support teaching and learning. The Fort Worth ISD community acknowledges, respects and appreciates diversity. Safe and orderly community and school environments are essential to student health, wellness and academic success. The adequate and equitable provision and distribution of resources, a strong infrastructure that is both effective and efficient, and a system of accountability are essential to ensuring a high-performing educational system.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Carter Park Elementary School is located on the Southeast side of Fort Worth. We have Wildcat Pride. Our current enrollment consist of 547 students, 31 teachers and 24 supporting staff. Our demographic include, Hispanic 80.5%, Black or African American 14%, White 3% and Two or More 1.5%. Our At Risk student population is 82.8% and LEP status at 96%. Students participating in Special Education 7%, Dyslexia services 16% and GT 3%. Our campus serves students whose primary first language is Spanish 65%, English 29% and Swahili 2%. due to our diverse campus environment we are proud to share our Vision Statement to prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honest, loyalty, perseverance, and compassion. Students will have success for today and be prepared for tomorrow. Our Mission, "Erasing the opportunity Gap in our Community."

### Demographics Strengths

Carter Park Elementary School environment embraces all cultural. Students groups are varied with multiple languages represented. Parents and teachers embrace our the campus culture and actively participate in family engagement activities. Carter Park Priorities are to increase the overall campus performance rate in Literacy and Math as measured by district benchmark and STAAR. 100% of all teachers have been trained in the Lesson cycle protocol, will follow up modeling by Instructional Coach.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 78% of 5th grade students did not meet the MAP-Reading English projected growth measure from BOY to MOY **Root Cause:** Low percentage of students attending in person instruction from teachers vs home parental support.

**Problem Statement 2 (Prioritized):** Overall 2021-2022 campus attendance rate for the fall semester averaged 92% which is below the previous years average. Average daily attendance (ADA) 96% **Root Cause:** Due to Covid -19 pandemic and CDC regulations, the traditional back to school process was modified to accommodate the parents and teachers

# Student Learning

## Student Learning Summary

Student learning the previous year was met with challenges that include virtual and in-person platforms. Teachers adapted to providing instruction through Google-classrooms and provided opportunities for students to submit student work through many platforms. All students were provided with 1:1 Chromebooks to assist with the lesson delivery. An analysis of the campus data from the NWEA BOY to MOY Literacy and Math yielded limited growth as measured by STAAR.

### Summary of Math

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	65	41	63.1%	18	27.7%	5	7.7%	1	1.5%
3	76	55	72.4%	16	21.1%	5	6.6%	0	0.0%
4	63	39	61.9%	11	17.5%	12	19.0%	1	1.6%
5	75	49	65.3%	22	29.3%	3	4.0%	1	1.3%
<b>Total</b>	<b>279</b>	<b>184</b>	<b>65.9%</b>	<b>67</b>	<b>24.0%</b>	<b>25</b>	<b>9.0%</b>	<b>3</b>	<b>1.1%</b>

## Language Arts: Reading (Spanish)

Summary	
Total Number of Students With Valid Growth Scores	53
Mean RIT Score	172.8
Standard Deviation	10.8
District Grade-Level Mean RIT	177.5
Students At or Above District Grade-Level Mean RIT	23
Grade-Level Mean RIT	182.1
Students At or Above Grade-Level Mean RIT	9

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading (Spanish)	22	42%	11	21%	14	26%	5	9%	1	2%	171-173-174	10.8

## Student Learning Strengths

47% of 3rd grade DLE students have met their projected reading growth according to NWEA data. Average RIT score increased from 177 in the BOY to 181 in the middle of the year with a difference of 4.6 RIT.

### Summary of Reading

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	65	40	61.5%	20	30.8%	4	6.2%	1	1.5%
3	77	46	59.7%	19	24.7%	11	14.3%	1	1.3%
4	62	33	53.2%	19	30.6%	7	11.3%	3	4.8%
5	74	48	64.9%	20	27.0%	6	8.1%	0	0.0%
<b>Total</b>	<b>278</b>	<b>167</b>	<b>60.1%</b>	<b>78</b>	<b>28.1%</b>	<b>28</b>	<b>10.1%</b>	<b>5</b>	<b>1.8%</b>

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Reading Spanish- 3rd grade DLE (Spanish) learners increased their mean RIT by 4 from Fall 2020 to Winter 2021. DLE (Spanish) students scored 37% which is a 6% decrease in the overall expected growth measure. **Root Cause:** Third grade students have the second to lowest average daily attendance rate among all of the grades with 90.88%.

# School Processes & Programs

## School Processes & Programs Summary

For the 2020-2021 school year the campus targeted two areas to increase teacher capacity. The focus areas was Standards and alignment and aligned instruction. Teachers were provided PD on how to identify high leverage standards and how to unpack the content into what students need to know and be able to do. Assessment items and performance task were reviewed and refined. Teachers were able to write clearly defined learning objectives and sequenced to aligned with the standards. The majority of our teachers were able to create learning objectives, lesson plans and assessments aligned to the TEKS ELPS, and the FWISD curriculum.

Aligned instruction- Teachers were able to deliver lessons aligned to the TEKS, ELPS, FWISD Curriculum and the campus instructional plan. We were able to monitor through our walkthrough clearly communicated standards in student friendly terms with measurable success criteria, linked students prior knowledge. Professional Development opportunities offered during school based PLCs to increase Tier 1 instruction.

## School Processes & Programs Strengths

With the many challenges this school year, we were able to get our staff to actively participate in targeted professional development and team PLC's. Teachers were able to collaborate with their peers and redesign their lesson plans to meet the instructional need of all students.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** In prior years teachers met for weekly PLCs, in the current year the number of PLC's decreased. **Root Cause:** Limited frequency and purpose of meeting with campus staff.

# Perceptions

## Perceptions Summary

Race	19-20	20-21	+/-
Hispanic	96	93	-3
AA	94	87	-7
White	93	89	-4
LEP	96	94	-2
SE	96	90	-6

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** According to survey data, 66% of students felt they did not have a relationship with their teacher. **Root Cause:** Teacher perception of "my homeroom" and Covid related restrictions for teacher student interactions.



# Priority Problem Statements

**Problem Statement 1:** 78% of 5th grade students did not meet the MAP-Reading English projected growth measure from BOY to MOY

**Root Cause 1:** Low percentage of students attending in person instruction from teachers vs home parental support.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Overall 2021-2022 campus attendance rate for the fall semester averaged 92% which is below the previous years average. Average daily attendance (ADA) 96%

**Root Cause 2:** Due to Covid -19 pandemic and CDC regulations, the traditional back to school process was modified to accommodate the parents and teachers

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Reading Spanish- 3rd grade DLE (Spanish) learners increased their mean RIT by 4 from Fall 2020 to Winter 2021. DLE (Spanish) students scored 37% which is a 6% decrease in the overall expected growth measure.

**Root Cause 3:** Third grade students have the second to lowest average daily attendance rate among all of the grades with 90.88%.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** In prior years teachers met for weekly PLCs, in the current year the number of PLC's decreased.

**Root Cause 4:** Limited frequency and purpose of meeting with campus staff.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 5:** According to survey data, 66% of students felt they did not have a relationship with their teacher.

**Root Cause 5:** Teacher perception of "my homeroom" and Covid related restrictions for teacher student interactions.

**Problem Statement 5 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- TTESS data

## Parent/Community Data

- Parent surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

# Goals

Revised/Approved: September 20, 2021

## Goal 1: 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.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 36.8% to 42% by May 2022.





Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 77.8% to 80% by May 2022.

Increase the percentage of Economically Disadvantage students from 77.1% to 79 % by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Circle

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher instructional capacity to plan and implement explicit/systemic Tier 1 instruction in Reading with differentiated and scaffold supports for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of literacy lesson plans and classroom observations will be grounded in explicit instruction based in the Science of Teaching Reading.</p> <p>90% of lessons planned will identify scaffold supports for all students.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessments.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

## Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 2:** Overall 2021-2022 campus attendance rate for the fall semester averaged 92% which is below the previous years average. Average daily attendance (ADA) 96% **Root Cause:** Due to Covid -19 pandemic and CDC regulations, the traditional back to school process was modified to accommodate the parents and teachers

### Student Learning

**Problem Statement 1:** Reading Spanish- 3rd grade DLE (Spanish) learners increased their mean RIT by 4 from Fall 2020 to Winter 2021. DLE (Spanish) students scored 37% which is a 6% decrease in the overall expected growth measure. **Root Cause:** Third grade students have the second to lowest average daily attendance rate among all of the grades with 90.88%.

### School Processes & Programs

**Problem Statement 1:** In prior years teachers met for weekly PLCs, in the current year the number of PLC's decreased. **Root Cause:** Limited frequency and purpose of meeting with campus staff.

**Goal 1: 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.

**Performance Objective 2:** Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in English from 32.4% to 37% by May 2022.

Increase the percentage of Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 29.3% to 32% by May 2022.





Increase the percentage of African American students from 22.5% to 35% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** NWEA-MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher instructional capacity to plan and implement explicit/systemic Tier1 instruction using the Amplify curriculum to differentiated and scaffold supports for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of literacy lesson plans and classroom observations will be grounded in explicit instruction based in the Science of Teaching</p> <p>100% of literacy lesson plans and classroom observations will demonstration systemic Tier 1 instruction based in the Science of Teaching</p> <p>90% of lesson planned will identify scaffold supports for all students.</p> <p>90% lesson plans and classroom observations show evidence of formative assessment.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> TAI III CAI - Title I (211) - 211-11-6129-04U-111-30-510-000000-22F10 - \$28,047, Supplies for At Risk Students - SCE (199 PIC 24) - 199-11-6329-001-111-24-313-000000- - \$1,500, Tutors - Title I (211) - 211-11-6117-04E-111-30-510-000000-22F10 - \$8,092, Supplies for at risk students - SCE (199 PIC 24) - 199-11-6399-001-111-24-313-000000- - \$4,092</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

**Goal 1: 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.

**Performance Objective 3:** Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 32% to 40% by May 2022.





Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 42% to 50% by May 2022.

Increase the percentage of African American students from 25% to 32% by May 2022.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** NWEA-MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase Tier 1 Instruction</p> <p><b>Strategy's Expected Result/Impact:</b> Marginalized (AA) group will increase performance measure by one performance level</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Data Analyst - Title I (211) - 211-13-6119-04E-111-30-510-000000-22F10 - \$69,766, Student Support for Tier 1 Instruction - Title I (211) - 211-11-6129-04E-111-30-510-000000-22F10 - \$32,000, Summit K-12 - Title I (211) - 211-11-6299-04E-111-30-510-000000-22F10 - \$9,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2: Early Math**





Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**Performance Objective 1:** Increase the percentage of PK students who score On Track on Circle Math from 72% to 78% by May 2022.

Increase the percentage of Hispanic students from 55% to 60% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Circle Math Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher instructional capacity to plan and implement explicit/systemic Tier 1 instruction in Math with differentiated supports for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Math lesson plans and classroom observations will be grounded in explicit instruction based in the Science of Teaching</p> <p>100% of Math lesson plans and classroom observations will demonstration systemic Tier 1 instruction based in the Science of Teaching</p> <p>90% lesson plans and classroom observations show evidence of differentiated instruction and formative assessment.</p> <p>100% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 2: Early Math**

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.





**Performance Objective 2:** Increase the percentage of Kinder students who score On Track on TX-KEA Math from 28% to 34% by May 2022.

Increase the percentage of

Economically Disadvantage students on our campus from 29% to 35% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** TX-KEA Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher instructional capacity to plan and implement explicit/systemic Tier 1 instruction in Math differentiated and scaffold supports for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Math lesson plans and classroom observations will be grounded in Tier 1 explicit instruction</p> <p>100% of Math lesson plans and classroom observations will demonstration systemic Tier 1 instruction based in the Science of Teaching</p> <p>90% of lesson planned will identify scaffold supports for all students.</p> <p>90% lesson plans and classroom observations show evidence of differentiated instruction and formative assessment.</p> <p>95% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review cells are empty			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2: Early Math**





Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

**Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 38% to 45% by May 2022.

Increase the percentage of Economically Disadvantage students on our campus from 38% to 45% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** NWEA-MAP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher instructional capacity to plan and implement explicit/systemic Tier 1 instruction in Reading and Math with differentiated and scaffold supports for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of Math and Reading lesson plans and classroom observations will be grounded in explicit instruction based in the Science of Teaching</p> <p>100% of Math and Reading lesson plans and classroom observations will demonstration systemic Tier 1 instruction based in the Science of Teaching</p> <p>90% of lesson planned will identify scaffold supports for all students.</p> <p>90% lesson plans and classroom observations show evidence of differentiated instruction and formative assessment.</p> <p>95% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.





**Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 39% to 45% by May 2022.

Increase the percentage of African American students on our campus from 12% to 35% by May 2022.

**HB3 Goal**

**Evaluation Data Sources:** STAAR, NWEA Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher instructional capacity to plan and implement explicit/systemic Tier 1 instruction in Reading with differentiated and scaffold supports.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of literacy lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based in the Science of Teaching Reading.</p> <p>90% of lesson planned will identify scaffold supports for ELL, GT, and at risk student population.</p> <p>90% lesson plans and classroom observations show evidence of differentiated instruction and formative assessment.</p> <p>95% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p>100% of lesson planning, observation, and instructional strategies will be tracked for effectiveness</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Supplies for instruction - Title I (211) - 211-11-6399-04E-111-30-510-000000-22F10 - \$10,964, Professional Development for Teachers - Title I (211) - 211-11-6116-0PD-111-30-510-000000-22F10 - \$9,800</p>	Formative			Summative
	Nov	Jan	Mar	June
	Review content area			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Goal 3: CCMR**

Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2024.

**Performance Objective 2:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 25% to 30% by May 2022.  
 Increase the percentage of African American students from 15% to 25% by May 2022.

**HB3 Goal**

**Evaluation Data Sources:** STAAR and NWEA Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher instructional capacity to plan and implement explicit/systemic Tier 1 instruction in all content areas with differentiated and scaffold supports.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of math lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based in the Science of Teaching Math.</p> <p>90% of lesson planned will identify scaffold supports for ELL, GT, and at risk student population.</p> <p>90% of lesson plans and classroom observations show evidence of formative assessment</p> <p>95% of feedback will focus on instructional strategies and routines that facilitate student learning.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team Teacher Leaders</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF</b>  <b>Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</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>				

**Goal 4: Learning Environment (based on the BOE constraints)**


Ensure all students have access to a safe, supportive and culturally responsive learning environment.


**Performance Objective 1:** Decrease the number and percentage of students who are chronically absent from 27% to 35% by May 2022.


Decrease the number and percentage of ELL students on our campus from 21% to -30% by May 2022.


**Evaluation Data Sources:** Focus Attendance Reports, ADQ six weeks campus reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase stakeholders awareness of the importance of school attendance, as well as, prioritize creation of an attendance plan and incentives each six week period.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of students absence will be tracked daily with information being shared with homeroom teachers and /or teachers teams.</p> <p>100% of absent students will receive phone calls regarding chronic absenteeism</p> <p>100% of students and parents will receive monthly information on FWISD/Carter Park attendance policies, campus goals, monitoring, student and classroom incentives.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Leadership Team, Family Engagement Specialist, SART committee, Attendance committee, classroom teachers</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Student Incentives - Title I (211) - 211-11-6499-04E-111-30-510-000000-22F10 - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Goal 4: Learning Environment** (based on the BOE constraints)


Ensure all students have access to a safe, supportive and culturally responsive learning environment.


**Performance Objective 2:** Increase positive response by students to the learning environment on the Panorama SEL Survey from 64% to 70% by May 2022.


Increase positive response by African American students from 58% to 64% by May 2022.


**Evaluation Data Sources:** Panorama survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher and student capacity to positively identify and respond to instructional learning environment, as well as, physical, social and emotional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of classroom to receive weekly socio-emotional support lessons</p> <p>100% of classrooms to receive instructional support grounded in having a growth mindset.</p> <p>100% of classrooms will utilize SEL resources, programs and technology lessons to support students emotional, physical and social well-being</p> <p>100% of students and staff will receive professional development in restorative practice</p> <p><b>Staff Responsible for Monitoring:</b> SST teachers and Family Engagement Specialist, ILT</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> SEL Professional Development - Title I (211) - 211-11-6112-OPD-111-30-510-000000-22F10 - \$1,200</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





**Goal 4: Learning Environment** (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 3:** Decrease the number of in and out of school suspensions for Hispanic and AA students on our campus from less than 5% by May 2022.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Focus and referral data, campus and district data, MTSS





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Build teacher and student capacity to positively identify and respond to instructional learning environment, as well as, physical, social and emotional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of classroom to receive weekly socio-emotional support lessons</p> <p>100% of classrooms to receive instructional support grounded in having a growth mindset.</p> <p>100% of classrooms will utilize SEL resources, programs and technology lessons to support students emotional, physical and social well-being</p> <p>100% of students and staff will receive professional development in restorative practice</p> <p><b>Staff Responsible for Monitoring:</b> SST teachers and Family Engagement Specialist, ILT</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 4:** Learning Environment (based on the BOE constraints)

Ensure all students have access to a safe, supportive and culturally responsive learning environment.

**Performance Objective 4:** Increase the positive perception of parents on Engagement on the district's Parent Survey from 83% to 90% by May 2022.

**Evaluation Data Sources:** District and campus surveys

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Facilitate positive perception of school community through collaboration, communication and workshop.  <b>Strategy's Expected Result/Impact:</b> 100% monthly school to home communication                      5% Increase in parent engagement opportunities and workshops  <b>Staff Responsible for Monitoring:</b> Instructional Leadership Team, Family Engagement Specialist  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture  <b>Funding Sources:</b> Supplies/Materials - Title I (211) - 211-61-6399-04L-111-30-510-000000-22F10 - \$3,030</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Denisha Johnson	Data Analyst	Assessment and Data Quality	
Kayla Franklin	CAI Lab Assistant		

# Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher 1	Sholonda Henegar	Teacher
Classroom Teacher 4	Crystin Hart	Teacher
Professional Non-Teaching Staff	Denisha Johnson	Data Analyst
Community Representative 2		
Business Representative 1		
Business Representative 2		
DERC Representative 1	Kaye Fief	SET Teacher
DERC Representative 2	Denisha Johnson	Data Analyst
Additional Representative (optional)	Wanda Rodriguez	Family Engagement Specialist
Classroom Teacher	Jenero Cardenas	Teacher
Professional District-Level Staff		
Parent 1	Roselie Garcia	Parent
Parent 2	Luz Castro	Parent
Parent 3		
Community Representative 1		
Classroom Teacher 3	Christina Young	Teacher
Classroom Teacher 2	Lucy Garcia	Teacher
Administrator	Cassandra Mccalister	Principal
Administrator	Oksana Snegirov	Assistant Principal

# Campus Funding Summary

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	2	1	TAI III CAI	Computer Lab Assistant	211-11-6129-04U-111-30-510-000000-22F10	\$28,047.00
1	2	1	Tutors	Tutors with degree or certified	211-11-6117-04E-111-30-510-000000-22F10	\$8,092.00
1	3	1	Data Analyst	Data Analyst	211-13-6119-04E-111-30-510-000000-22F10	\$69,766.00
1	3	1	Student Support for Tier 1 Instruction	Teacher Assistant	211-11-6129-04E-111-30-510-000000-22F10	\$32,000.00
1	3	1	Summit K-12	Contracted instructional services	211-11-6299-04E-111-30-510-000000-22F10	\$9,000.00
3	1	1	Supplies for instruction	Supplies and materials for instructional use	211-11-6399-04E-111-30-510-000000-22F10	\$10,964.00
3	1	1	Professional Development for Teachers	Extra duty pay for PD after hours	211-11-6116-0PD-111-30-510-000000-22F10	\$9,800.00
4	1	1	Student Incentives	Snacks or incentives for students	211-11-6499-04E-111-30-510-000000-22F10	\$1,000.00
4	2	1	SEL Professional Development	Subs for professional development	211-11-6112-0PD-111-30-510-000000-22F10	\$1,200.00
4	4	1	Supplies/Materials	Supplies and materials for parental involvement	211-61-6399-04L-111-30-510-000000-22F10	\$3,030.00
<b>Sub-Total</b>						\$172,899.00
<b>Budgeted Fund Source Amount</b>						\$172,899.00
<b>+/- Difference</b>						\$0.00
SCE (199 PIC 24)						
Goal	Objective	Strategy	Resources Needed	Description	Account Code	Amount
1	2	1	Supplies for At Risk Students	Reading materials for classroom use	199-11-6329-001-111-24-313-000000-	\$1,500.00
1	2	1	Supplies for at risk students	Supplies and materials for instructional use	199-11-6399-001-111-24-313-000000-	\$4,092.00
<b>Sub-Total</b>						\$5,592.00
<b>Budgeted Fund Source Amount</b>						\$5,592.00
<b>+/- Difference</b>						\$0.00

**SCE (199 PIC 24)**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Description</b>	<b>Account Code</b>	<b>Amount</b>
<b>Grand Total</b>						\$178,491.00