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, learning and student success.
Comprehensive Needs Assessment

Demographics

Demographics Summary

In 1955, the six acre site of Carter Park Elementary School was given to the Fort Worth Independent School District by the late Amon Carter, Amon Carter Jr. and Mr. Carter's daughter, Mrs. J. L. Johnson III. The school received its name from the land the Carter family gave the city along Sycamore Creek where the city developed Carter Park. The school site at the time was a cow pasture. By September, 1955, the pasture was transformed into a school by the moving of six temporary buildings, an office building and a building which was used as an auditorium and cafeteria combined. There were 220 children and 10 teachers when school opened the first year. Miss Ruth Workman was the principal who guided the school through its first school year. Before the end of the first year student enrollment reached 330 children. Additional teachers were added mid-year increasing the total to 12 teachers. Carter Park currently serves over 600 students and has 32 classroom teachers.

Carter Park Elementary School is located in Southeast Fort Worth. Our current enrollment consist of 473 students 33 teachers and 11 support staff.

Our campus demographic include: Hispanic 83% African American 11.5% and White 3.8%

Our At-Risk student population is 95%, LEP 83%, Sped 6.4%, Dyslexia .8% and GT 3%. Our campus serves students where the primary first language is Spanish @ 65%, English 28% and Swahili at 2%

Our campus attendance rate average is 95%

All students receive High Quality Tier 1 instruction using FWISD approved curriculum Eureka Math and Amplify Reading and Creative Curriculum for our Early Childhood students.

Demographics Strengths

Due to our diverse campus environment we are proud to share our Goal 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 honesty, compassion and perseverance. Students will have success for today and be prepared for tomorrow.

Our points of pride:

• Diverse Culture
• Multi-lingual classrooms
• Teachers trained in the HB3 Reading Academies,
• Family Engagement Activities
• Staff Quality-
• Amplify
• Lexia (Core 5)
• HB3 Reading Academies
• Footprints to Brilliance

111 Carter Park Elementary School
Generated by Plan4Learning.com
Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** 2021-2022 Campus attendance continues to fall below the Average Daily Attendance Rate of 94.8%. **Root Cause:** Increased student absences in all grade levels due to illnesses and early dismissals.
Student Learning

Student Learning Summary

For the 2021-2022 school year student performance was as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Language</th>
<th>Student Group</th>
<th>2021</th>
<th>2022</th>
<th>% Approaches</th>
<th>% Meets</th>
<th>% Masters</th>
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Math All Students

<table>
<thead>
<tr>
<th># Tested</th>
<th>% Approaches</th>
<th>% Meets</th>
<th>% Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>220</td>
<td>40%</td>
<td>16%</td>
<td>4%</td>
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Reading - All Students

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<thead>
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<th>% Approaches</th>
<th>% Meets</th>
<th>% Masters</th>
</tr>
</thead>
<tbody>
<tr>
<td>220</td>
<td>50%</td>
<td>25%</td>
<td>10%</td>
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Science - All Students

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<thead>
<tr>
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<th>% Approaches</th>
<th>% Meets</th>
<th>% Masters</th>
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</thead>
<tbody>
<tr>
<td>77</td>
<td>21%</td>
<td>3%</td>
<td>0%</td>
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</table>

Overall student decline in Reading in all grade levels
Student Learning Strengths

EOY Data shows an increase in the students Math and Reading RIT Score as following:

Math

Kinder BOY 139  EOY 155  increase of  16 pt
1st BOY 148     EOY 164  increase of  16 pt
2nd BOY 165     EOY 186  increase of  21 pt
3rd BOY - 173   EOY 188increase of  15 pt
4th BOY 187     EOY 200 increase of  13 pt
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<thead>
<tr>
<th>Grade</th>
<th>BOY Score</th>
<th>EOY Score</th>
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<td>5th</td>
<td>193</td>
<td>200</td>
<td>7 pt</td>
</tr>
<tr>
<td>1st</td>
<td>137</td>
<td>146</td>
<td>9 pt</td>
</tr>
<tr>
<td>2nd</td>
<td>145</td>
<td>154</td>
<td>9 pt</td>
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<td>3rd</td>
<td>170</td>
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<tr>
<td>5th</td>
<td>170</td>
<td>181</td>
<td>11 pt</td>
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<td>Spanish Reading</td>
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<tr>
<td>Kinder</td>
<td>135</td>
<td>152</td>
<td>17 pt</td>
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<td>1st</td>
<td>148</td>
<td>161</td>
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<td>2nd</td>
<td>160</td>
<td>172</td>
<td>12 pt</td>
</tr>
<tr>
<td>3rd</td>
<td>-173</td>
<td>184</td>
<td>11 pt</td>
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**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 84% of 5th grade Math students Did Not meet the projected National Norm Mean RIT score of 219 by EOY. **Root Cause:** Lack of opportunities for students to internalize problem solving strategies.

**Problem Statement 2 (Prioritized):** 88% of 1st grade students Did Not meet projected growth or National Norm RIT score of 171 from BOY to MOY MAP assessment in English Reading. **Root Cause:** 1st grade students had limited exposure to academic content and foundational reading skills.
School Processes & Programs

School Processes & Programs Summary

For the 2021-2022 school year the campus targeted two areas to increase teacher capacity. The focus areas was Standards and Aligned instruction and Formative Feedback. PD was provided on how to identify high leverage TEKS and how to unpack the content into what students needed to know and be able to show. Assessment items and performance task were reviewed and refined. Teachers were able to write clearly defined learning objectives aligned with the TEKS (standards). The majority of teachers were able to create learning objectives, lesson plans and assessments aligned to the TEKS, ELPS, and FWISD curriculum.

Aligned instruction- Teachers were able to deliver lessons aligned to the TEKS, ELPS, FWISD Curriculum and the campus instructional plan.

Instructional Leadership Team monitored expectations through daily walkthroughs and clearly written SLO in student friendly terms, measurable success criteria and connections to students prior knowledge.

Professional Development opportunities offered during school based PLCs to increase Tier 1 instruction.

School Processes & Programs Strengths

This year staff actively participate in targeted professional development and biweekly PLC's focused on Tier 1 instruction and Data analysis. Teachers collaborated with their peers and redesign their lesson plans to meet the instructional needs of all students in the classroom. Campus implemented Amplify and Lexia Core 5 to increase foundational skills reading comprehension and fluency.

HB3
CRIMISI
Dr. Medina
7 Steps to a Language Rich Classroom

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Inconsistent opportunities for students to receive rigorous Tier 1 Instruction. Root Cause: Inconsistency of implementation of Amplify due to lack of resources and materials. Most teachers did not understand how to teach the science of reading with fidelity.
Perceptions

Perceptions Summary

Carter Park focused this year on being visible in the community and building a relationship for home to school experience. All stakeholders were invited to campus events via flyers and social media platforms. This included Meet the Teacher, Report Card Pick up and Teacher Student Conferences. Our goal is to increase our academic event due to less restrictions from Covid. The campus partnered with Tarrant County Food Bank and provided a weekly Food Pantry. Parents and community members received fresh fruit and vegetables for their families along with cooking classes. Students received a backpack of snacks for the weekend to support student hunger. Our community partners, Metro Ministries, provide free clothing, shoes, food and snacks for families each week. This is in collaboration with the Fort Worth Police Department. We appreciate our community partners and support given to our students and parents.

Mission and vision statements are posted in all classrooms and reinforced during morning announcements. Student Ambassadors are selected from grades 3-5 to represent student voice.

Perceptions Strengths

This school year there was limited teacher turnover. The majority of all staff has been trained in the Science of Reading (HB3) and implemented the new Reading curriculum Amplify. All Math teachers have received training on Eureka Math and we are in year one of implementation. Increase in MAP Scores across all grade levels from BOY to MOY as evidenced from the NWEA Growth Reports. Ongoing coaching support, walkthroughs and feedback will continue to move our campus to the next accountability level. C to B

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lack of instructional ownership of student performance. Root Cause: Staff assumptions of students academic abilities were based on prior perceptions of other staff members. Students missed opportunities which resulted in limited academic performance.
Priority Problem Statements

Problem Statement 2: 2021-2022 Campus attendance continues to fall below the Average Daily Attendance Rate of 94.8%.
Root Cause 2: Increased student absences in all grade levels due to illnesses and early dismissals.
Problem Statement 2 Areas: Demographics

Problem Statement 1: 84% of 5th grade Math students Did Not meet the projected National Norm Mean RIT score of 219 by EOY
Root Cause 1: Lack of opportunities for students to internalize problem solving strategies.
Problem Statement 1 Areas: Student Learning

Problem Statement 3: Inconsistent opportunities for students to receive rigorous Tier 1 Instruction.
Root Cause 3: Inconsistency of implementation of Amplify due to lack of resources and materials. Most teachers did not understand how to teach the science of reading with fidelity.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: 88 % of 1st grade students Did Not meet projected growth or National Norm RIT score of 171 from BOY to MOY MAP assessment in English Reading.
Root Cause 4: 1st grade students had limited exposure to academic content and foundational reading skills.
Problem Statement 4 Areas: Student Learning
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
- State and federal planning requirements

**Accountability Data**
- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

**Student Data: Assessments**
- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

**Student Data: Student Groups**
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

**Student Data: Behavior and Other Indicators**
- Attendance data
• Mobility rate, including longitudinal data
• Student surveys and/or other feedback
• Enrollment trends

Employee Data
• Professional learning communities (PLC) data
• Staff surveys and/or other feedback
• State certified and high quality staff data
• Campus department and/or faculty meeting discussions and data
• Professional development needs assessment data
• Evaluation(s) of professional development implementation and impact
• T-TESS data

Parent/Community Data
• Parent surveys and/or other feedback
• Parent engagement rate
• Community surveys and/or other feedback

Support Systems and Other Data
• Processes and procedures for teaching and learning, including program implementation
• Communications data
• Study of best practices
• Action research results
District Goals

Revised/Approved: June 17, 2022

District Goal 1: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 18% to 50% by August 2023.

School Performance Objective 1: *Increase the percentage of PK students who score On Track on Circle Phonological Awareness in English from 48% to 55% by May 2023.

*Increase the percentage of PK students who score On Track on Circle Phonological Awareness in Spanish from 78% to 85% by May 2023.

*Increase the percentage of PK Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 78% to 85% by May 2023.

HB3 District Goal

Evaluation Data Sources: Circle Data Reports, classroom observations and feedback

Strategy 1: Ensure direct and explicit daily instruction through the implementation of the FWISD Literacy/Biliteracy Framework ensuring Fundamental Four to improve fluency and literacy comprehension in all PreK-5 classrooms through professional learning sessions, planning, materials, and extended day.

Strategy's Expected Result/Impact: 100% of literacy lesson plans and classroom observations will be grounded in explicit instruction based in the Science of Teaching Reading.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:
2.4

- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math

- ESF Levers:

- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability
**Action Step 1 Details**

**Action Step 1**: Primary teachers will be trained in FWISD Creative Curriculum to provide Tier 1 instruction for Early Childhood students

**Intended Audience**: Primary teachers and primary students (PreK)

**Date(s) / Timeframe**: August 2022-May 2023

**Provider / Presenter / Person Responsible**: Instructional Leadership Team

**Collaborating Departments**: Literacy, Bilingual and Early Childhood,

**Delivery Method**: Daily Tier I instruction, Weekly Assessments, and Quarterly Assessments.

**Funding Sources**: Professional Development - Title I (211) - 211-11-6112-0PD-111-30-510-000000-23F10 - $3,000, Instructional Materials - Title I (211) - 211-11-6329-04E-111-30-510-000000-23F10 - $2,500

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- **0% No Progress**
- **100% Accomplished**
- **Continue/Modify**
- **X Discontinue**
**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 18% to 50% by August 2023.

**School 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 40% to 45% by May 2023.*

*Increase the percentage of Spanish Kindergarten - Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators in Spanish from 30% to 35% by May 2023.*

*Increase the percentage of ED students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 30% to 35% by May 2023.*

**HB3 District Goal**

**Evaluation Data Sources:** MAP Fluency Reports, Student tracking sheets, Lesson Plan reviews, Classroom observations, walkthroughs and feedback.

**Strategy 1:** Build teacher instructional capacity to plan and implement explicit/systemic Tier1 instruction using the Amplify curriculum to differentiated and scaffold supports for all students.

**Strategy's Expected Result/Impact:** 100% of literacy lesson plans and classroom observations will be grounded in explicit instruction based in the Science of Teaching of Reading

**Staff Responsible for Monitoring:** Instructional Leadership Team, Teachers, Instructional Coach

**TEA Priorities:**
Build a foundation of reading and math

- **ESF Levers:**
  Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**
### Action Step 1 Details

**Action Step 1:** 100% of literacy lesson plans and classroom observation will demonstrate systemic Tier 1 instruction based in the Science of Teaching.

90% of lesson plans will identify scaffold supports for all students. 

100% of lesson plans and classroom observations will show evidence of formative assessment. 

100% of feedback will focus on instructional strategies and routines that facilitate student learning. 

- **Intended Audience:** Classroom Teachers and Student 
- **Date(s) / Timeframe:** August 2022-May 2023 
- **Provider / Presenter / Person Responsible:** Instructional Leadership Team, Teachers 
- **Collaborating Departments:** Early Childhood, Literacy, Bilingual, and Curriculum and Instruction 
- **Delivery Method:** Professional Development, Data Meeting, PLC, Walkthroughs and Conferences 
- **Funding Sources:** Tutors - Title I (211) - 211-11-6117-04E-111-30-510-000000-23F10 - $20,000, Supplies - Title I (211) - 211-11-6329-04E-111-30-510-000000-23F10 - $3,000, Professional Development - Title I (211) - 211-11-6112-0PD-111-30-510-000000-23F10 - $2,500

### Reviews

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<td>June</td>
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- ![No Progress] for 0% Accomplishment 
- ![Accomplished] for 100% Accomplishment 
- ![Continue/Modify] for Continue/Modify 
- ![Discontinue] for Discontinue
**District Goal 1:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 18% to 50% by August 2023.

**School Performance Objective 3:** *Increase the percentage of RP Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in English from 15% to 45% by May 2023.  
*Increase the percentage of Kindergarten through Grade 5 students who meet or exceed projected growth on MAP Growth Reading in Spanish from 24% to 48% by May 2023.  
*Increase the percentage of ED students or group that is most marginalized by instruction on our campus (gender, race, program, other) from 37% to 41% by May 2023.

**HB3 District Goal**

**Evaluation Data Sources:** NWEA MAP Growth Reports

**Strategy 1:** Ensure PLCs are regularly scheduled to actively develop engaging and rigorous lessons based upon student needs with district-approved resources (Amplify/SAVVAS/Estrellita/Esperanza/Lunita/Escalera/Lexia/Neuhaus) and data with K-5 grade teachers using the gradual release model and assessment aligned with FWISD curriculum.

**Strategy's Expected Result/Impact:** Increase students overall performance level by one progress measure through Tier I Instruction

**Staff Responsible for Monitoring:** Teachers, ILT

**TEA Priorities:**
Build a foundation of reading and math

- **ESF Levers:**
  - Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

- **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Provide opportunities for computer based accelerated instruction, and small group instruction for all students to increase overall student performance in Reading. TELPAS, STAAR and Lexia Core 5</td>
<td>Formative</td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> Students, Teachers and Instructional Leadership Team</td>
<td>Nov</td>
</tr>
<tr>
<td><strong>Date(s) / Timeframe:</strong> August 22 - May 2023</td>
<td></td>
</tr>
<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Computer Lab TA III, Instructional Coach, Collaborating Departments: Technology, Literacy, Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery Method:</strong> Daily computer based instruction, Supplemental support</td>
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<td><strong>Funding Sources:</strong> Computer Lab Assistant - Title I (211) - 211-11-6129-04U-111-30-510-000000-23F10 - $25,000, Resource Teacher Assistant - Title I (211) - 211-11-6129-04E-111-30-510-000000-23F10 - $15,640</td>
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<tr>
<td></td>
<td>0% No Progress</td>
</tr>
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</table>
**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 19% to 45% by August 2023.

**School Performance Objective 1:** Increase the percentage of Spanish PK students who score On Track on Circle Math from 75% to 80% by May 2023. Increase the percentage of RP students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 68% to 75% by May 2023.

**HB3 District Goal**

**Evaluation Data Sources:** District Benchmarks, Performance Tasks, STAAR

**Strategy 1:** Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** Increase students overall performance in Eureka Math assessment.

**Staff Responsible for Monitoring:** ILT, Coaches and Data Analyst

**Title I:**
2.4, 2.6
- **TEA Priorities:**
  Build a foundation of reading and math
- **ESF Levers:**
  Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
- **Targeted Support Strategy** - Additional Targeted Support Strategy - Results Driven Accountability

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**Action Step 1 Details**

**Intended Audience:** Classroom Teachers and Pre K Students
**Date(s) / Timeframe:** August 22-May 2023
**Provider / Presenter / Person Responsible:** Classroom teachers, Instruction Coach
**Collaborating Departments:** Bilingual, Literacy
**Delivery Method:** Tier I instruction, Professional Development

<table>
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<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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<tbody>
<tr>
<td><strong>Intended Audience:</strong> Classroom Teachers and Pre K Students</td>
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<td><strong>Provider / Presenter / Person Responsible:</strong> Classroom teachers, Instruction Coach</td>
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<tr>
<td><strong>Collaborating Departments:</strong> Bilingual, Literacy</td>
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<tr>
<td><strong>Delivery Method:</strong> Tier I instruction, Professional Development</td>
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0% No Progress 100% Accomplished Continue/Modify Discontinue
District Goal 2: Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 19% to 45% by August 2023.

School Performance Objective 2: Increase the percentage of Spanish Kinder students who score On Track on TX-KEA Math from 93% to 97% by May 2023.
Increase the percentage of English (RP) students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 61% to 70% by May 2023.

HB3 District Goal

Evaluation Data Sources: TX-KEA Data Reports, MAP Reports, Students, Tracking sheets

Strategy 1: Improve Tier 1 Math instruction using Eureka Math to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

Strategy's Expected Result/Impact: Campus MAP Math performance will increase as teacher fully implement the Eureka Curriculum and aligned assessments.

Staff Responsible for Monitoring: ILT and Instructional Coach

Title I:
2.4
- TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- ESF Levers:
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
- Targeted Support Strategy - Additional Targeted Support Strategy

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<thead>
<tr>
<th>Action Step 1 Details</th>
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<tr>
<td>Action Step 1: Teachers will actively implement Eureka Math concepts and practice lesson delivery with instructional coach and ILT.</td>
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<tr>
<td>Intended Audience: Classroom teachers, students,</td>
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<td>Date(s) / Timeframe: August 2022- May 2023</td>
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<td>Provider / Presenter / Person Responsible: Instructional Leadership Team/ Classroom teachers</td>
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<tr>
<td>Collaborating Departments: FWISD Curriculum and Instruction. Early Childhood</td>
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0% No Progress 100% Accomplished ➡ Continue/Modify ✗ Discontinue
**District Goal 2:** Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 19% to 45% by August 2023.

**School Performance Objective 3:** Increase the percentage of Kindergarten - Grade 5 students who Meet or Exceed projected growth on MAP Growth from 44% to 50% by May 2023.
Increase the percentage of Hispanic students or the student group that is most marginalized by instruction on our campus (gender, race, program, other) from 51% to 60% by May 2023.

**HB3 District Goal**

**Evaluation Data Sources:** MAP Growth and Fluency Reports

**Strategy 1:** Improve Tier 1 Math instruction using district approved curriculum to focus on math fluency and concept attainment by utilizing FWISD PLC, Instructional, Math and Literacy Frameworks to increase achievement and learning outcomes by developing systems that explicitly monitor, adjust, and check for understanding at a rigorous level during the instructional process.

**Strategy's Expected Result/Impact:** 100% of Math lesson plans and classroom observations will be grounded in Tier 1 explicit instruction

**Staff Responsible for Monitoring:** Instructional Leadership Team, Classroom teachers

**TEA Priorities:**
Build a foundation of reading and math
- **ESF Levers:**
  - Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Increase the rigor in the Math classroom using a high quality curriculum (Eureka) with fidelity.</td>
<td><strong>Formative</strong></td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> Classroom Math teachers and students</td>
<td>Nov</td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> August 2022-May 2023</td>
<td></td>
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<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Classroom Teachers, Instructional Coach, Data Analyst</td>
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<td><strong>Collaborating Departments:</strong> Math department, Curriculum and Instruction</td>
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<tr>
<td><strong>Delivery Method:</strong> Tier I Instruction during and afterschool</td>
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<td><strong>Funding Sources:</strong> Instructional Material - SCE (199 PIC 24) - 199-11-6116-001-111-24-313-000000- - $7,837</td>
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![Formative](https://example.com/formative.png)

![Summative](https://example.com/summative.png)

- No Progress
- Accomplished
- Continue/Modify
- Discontinue

111 Carter Park Elementary School
Generated by Plan4Learning.com 21 of 31

Campus #111
October 17, 2022 11:12 PM
**District Goal 3:** Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2023.

**School Performance Objective 1:** Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Reading from 35% to 55% by May 2023.
Increase the percentage of Hispanic students by instruction on our campus from 37% to 50% by May 2023.

**HB3 District Goal**

**Evaluation Data Sources:** STAAR Reading

**Strategy 1:** Daily instruction is provided at the depth and complexity of the grade level and above standards including the student performance tasks, classroom activities, assignments, formative and summative assessments from the Curriculum Framework in all courses for all students.

**Strategy's Expected Result/Impact:** 100% of literacy lesson plans and classroom observations will demonstrate systemic Tier 1 instruction based in the Science of Teaching. 90% of lesson plans will identify scaffold supports for all students. 90% of lesson plans and classroom observations will show evidence of formative assessment. 100% of feedback will focus on instructional strategies and routines that facilitate student learning.

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

**Title I:**

2.4

- **TEA Priorities:**
  Build a foundation of reading and math
- **ESF Levers:**
  Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction
- **Targeted Support Strategy** - Additional Targeted Support Strategy - Results Driven Accountability

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<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
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</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Instructional Coach and Data Analyst will support targeted staff to design and deliver Tier I instruction. Data will be tracked and monitored after Unit Assessments, Benchmarks and Performance Checks</td>
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<td><strong>Intended Audience:</strong> Classroom Teachers, students, and parents</td>
<td><strong>Nov</strong></td>
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</table>
Date(s) / Timeframe: August 2022-2023
Provider / Presenter / Person Responsible: Instructional Leadership Team
Collaborating Departments: Bilingual, Literacy, Math, Dyslexia, SPED
Delivery Method: Tier 1 Instruction, Data Meeting, Walkthroughs, and Conference
Funding Sources: Data Analyst - Title I (211) - 211-13-6119-04E-111-30-510-000000-23F10 - $78,000, Bilingual Resources - BEA (199 PIC 25) - 199-11-6399-001-111-25-313-000000 - $2,034

% No Progress  % Accomplished  Continue/Modify  Discontinue
District Goal 3: Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by June 2023.

School Performance Objective 2: Increase the percentage of 3-5 grade students scoring at MEETS or above on STAAR Math from 10% to 20% by May 2023.
Increase the percentage of Economically Disadvantage students from 0% to 20% by May 2023.

HB3 District Goal
Evaluation Data Sources: STAAR Math Data

Strategy 1: Implement high quality Tier I instruction in Math using Eureka and FWISD approved supplemental resources.

Strategy's Expected Result/Impact: 100% of Math lesson plans and classroom observations will demonstration systemic Tier 1 instruction 90% of lesson planned will identify scaffold supports for all students.

Staff Responsible for Monitoring: Instructional Leadership Team

Title I:
2.4, 2.6
- TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

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<tr>
<th>Action Step 1 Details</th>
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<tr>
<td>Action Step 1: Build teacher instructional capacity to plan and implement explicit/systemic Tier 1 instruction in Math differentiated and scaffold supports for all students.</td>
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<td>Intended Audience: Classroom Teacher</td>
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<td>Date(s) / Timeframe: August 2022- May 2023</td>
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<td>Provider / Presenter / Person Responsible: ILT</td>
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<td>Collaborating Departments: FWISD Math department and Coach</td>
<td>Delivery Method: PLCs and Data meetings</td>
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</table>

Strategy 2: Develop and maintain a data-informed culture to ensure evidence-based decision-making that leads to positive student outcomes.

Strategy's Expected Result/Impact: All instructional staff will be trained in interpreting data and planning lessons to meet targeted TEKS for student mastery.

Staff Responsible for Monitoring: Instructional Leadership Team, Data Analyst, Instructional Coach and Teachers
Title I:
2.4
- **TEA Priorities:**
  Build a foundation of reading and math
- **ESF Levers:**
  Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction
- **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Results Driven Accountability**

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<tr>
<th>Action Step 1 Details</th>
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</thead>
<tbody>
<tr>
<td><strong>Action Step 1:</strong> Weekly PLCs to review student work samples from High, Medium and Low.</td>
<td><strong>Reviews</strong></td>
</tr>
<tr>
<td><strong>Intended Audience:</strong> Classroom Teachers</td>
<td><strong>Formative</strong></td>
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<tr>
<td><strong>Date(s) / Timeframe:</strong> August 2022 - May 2023</td>
<td><strong>Summative</strong></td>
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<tr>
<td><strong>Provider / Presenter / Person Responsible:</strong> Data Analyst, Instructional Coach</td>
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<td><strong>Collaborating Departments:</strong> Math, Curriculum and Instruction</td>
<td>Jan</td>
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<tr>
<td><strong>Delivery Method:</strong> PD, PLC, Data Meeting</td>
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<td>June</td>
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</table>

- ![No Progress](image)
- ![Accomplished](image)
- ![Continue/Modify](image)
- ![Discontinue](image)
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 1: Decrease the number and percentage of students who have excessive absences (1 or more courses below 90% attendance) from 91% to 95% by May 2023.

HB3 District Goal
Evaluation Data Sources: Attendance Report, Attendance Recovery Report, MTSS and Report Card

Strategy 1: Foster practices that will create a positive learning environment where all students can be successful.

Strategy's Expected Result/Impact: Campus excessive attendance will decrease overall resulting in an increase in student performance.

Staff Responsible for Monitoring: Admin, Counselor, Data Clerk and Family Engagement Specialist

Title I: 2.4, 2.6
- TEA Priorities: Build a foundation of reading and math
- ESF Levers:
  Lever 5: Effective Instruction
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
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<tbody>
<tr>
<td>Action Step 1: Campus will create a system for tracking and celebrate student meeting FWISD attendance goals.</td>
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<td>Intended Audience: Students and Teachers</td>
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<tr>
<td>Provider / Presenter / Person Responsible: Classroom Teachers, Counselor, Data Clerk, ILT</td>
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<td>Collaborating Departments: Family Engagement Specialist</td>
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<tr>
<td>Delivery Method: Bulletin Board, Announcement Shout outs, Blackboard</td>
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<tr>
<th>Action Step 2 Details</th>
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<td>Action Step 2: Incentives will be offered each six weeks.</td>
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<td>Intended Audience: Students and Teachers</td>
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<td>Date(s) / Timeframe: August 2022-May 2023</td>
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</tbody>
</table>
**Provider / Presenter / Person Responsible:** Teachers, Data Clerk, Counselor, Admin and Family Engagement Specialist

**Collaborating Departments:** Family Engagement

**Delivery Method:** Bulletin Board, Announcement Shout outs, Blackboard announcement

<table>
<thead>
<tr>
<th>No Progress</th>
<th>Accomplished</th>
<th>Continue/Modify</th>
<th>Discontinue</th>
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</table>
District Goal 4: Ensure all students have access to a safe, supportive and culturally responsive learning environment.

School Performance Objective 2: Increase the number of student and parent engagement activities during and outside of regular school hours, as evidenced by participation in key strategic events and programs from 2 to 5 by May 2023.

HB3 District Goal

Evaluation Data Sources: District and Campus Surveys

Strategy 1: Facilitate positive perception of school community through collaboration, communication and parent workshop.

Strategy's Expected Result/Impact: 100% monthly school to home communication
5% Increase in parent engagement opportunities and workshops

Staff Responsible for Monitoring: Family Communication Specialist

TEA Priorities:
Build a foundation of reading and math
- ESF Levers:
  - Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture
- Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability

<table>
<thead>
<tr>
<th>Action Step 1 Details</th>
<th>Reviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Step 1: Increase campus visibility in the community through monthly parent involvement activities such as Parent Teacher conferences, report card pickup, Open House and curriculum and wellness nights.</td>
<td>Formative</td>
</tr>
<tr>
<td>Intended Audience: Parents, students, teachers and Community stakeholders</td>
<td>Nov</td>
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<tr>
<td>Date(s) / Timeframe: August 2022- May 2023</td>
<td></td>
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<tr>
<td>Provider / Presenter / Person Responsible: Family Engagement Specialist, Administrators, and Teacher Leaders</td>
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<td>Collaborating Departments: FWISD, Community Partners</td>
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<tr>
<td>Delivery Method: Monthly meetings, Workshops, Flyers and video chats</td>
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<tr>
<td>Funding Sources: Parent Supplies and materials for student instructional support - Parent Engagement - 211-61-6399-04L-111-30-510-000000-23F10 - $2,376</td>
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% No Progress 100% Accomplished Continue/Modify Discontinue
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<th>Name</th>
<th>Position</th>
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<th>FTE</th>
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<tbody>
<tr>
<td>Denisha Johnson</td>
<td>Data Analyst</td>
<td>Student Achievement</td>
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# Campus Funding Summary

## Title I (211)

<table>
<thead>
<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
<th>Resources Needed</th>
<th>Description</th>
<th>Account Code</th>
<th>Amount</th>
</tr>
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<td>1</td>
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<td>Instructional Materials</td>
<td>Reading materials for classroom use</td>
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<td>Professional Development</td>
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<td>Tutors</td>
<td>Tutors with degree or certified</td>
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### Budgeted Fund Source Amount

$149,640.00

### +/- Difference

$0.00

## SCE (199 PIC 24)

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<th>District Goal</th>
<th>School Performance Objective</th>
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<th>Action Step</th>
<th>Resources Needed</th>
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<th>Amount</th>
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### Budgeted Fund Source Amount

$7,837.00

### +/- Difference

$0.00
<table>
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<tr>
<th>District Goal</th>
<th>School Performance Objective</th>
<th>Strategy</th>
<th>Action Step</th>
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