

Fort Worth Independent School District 2020-2021 Campus Improvement Plan

Principal: McCalister, Cassandra R

Campus Name: 111 - Carter Park ES

Executive Director: Marion Mouton

Fort Worth ISD Mission Statement

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in Every Child a Passion for Learning

Student Outcome Goals

Early Literacy - Percent of students in Grade 3 reading on or above grade level, as measured by the STAAR on level standard for reading, will increase from 30% to 43% by 2021.

Middle Grade Math - Percent of students who meet or exceed standard on STAAR Algebra I EOC exam by the end of grade 9 will increase from 77% to 87% by 2021.

College and Career Readiness - Percent of graduates who have met the criteria for Post-Secondary Readiness, as measured by a college-ready qualifying score on AP, SAT, ACT, TSI or industry preparation, will increase from 53% to 66% by 2021.

School Profile

Student Enrollment by Program

Attendance Rate: 75

Special Education: 5.1

Dual Language/ESL: 63.4

Gifted and Talented: 5.2

Career and Technology: 0

Percentage of at-risk students: 82.1

Percentage of English Language (EL) students: 65.5

Percentage of economically disadvantage students: 97.3

2020-2021 Campus Site-Based Committee

Name	Role
Cassandra McCalister	Principal
Beatrice Rivera	Other
Shlonda Henegar	Teacher
Ana Duarte	Teacher
Maira Torres	Teacher
Crystin Hart	Teacher
Jernero Cardenas	Teacher
J.B. Martin	Business Representative
Larry Brazil	Community Representative
Ruth Calzada	Parent
Luz Castro	Parent
Roselie Garcia	Parent
Kaye Fief	Teacher
Desirae Moore	Campus Non-Teacher Professional
Denisha Johnson	Campus Non-Teacher Professional

Accountability Summary

Visit Txschools.org for an overview of the State Accountability Systems and school profile for Carter Park ES. The 85th Texas Legislation passed House Bill (HB) 22, establishing three domains for measuring performance of campuses:

Beginning with 2021-2022, campuses will receive a rating of **A-F** for overall performance, as well as performance in each domain.

[Click here for the TEA Accountability Resource Page](#)

State Accountability Ratings by Domain	Overall Performance Accountability Rating
Domain 1: Student Achievement 56	76 - C
Domain 2: School Progress 80	
Domain 3: Closing The Gaps 68	

Campus Distinction Designations

Academic Achievement in Mathematics: 0

Academic Achievement in Science: 0

Academic Achievement in English Language Arts/Reading: 0

Top 25 Percent: Comparative Academic Growth: 0

Postsecondary Readiness: 0

Top 25 Percent: Comparative Closing the Gaps: 0

Campus Assurances and Certification for the 2020-2021 School Year

I certify acceptance and compliance with all provisions set forth by:

Yes the Fort Worth ISD School Board;

Yes the Texas Education Code;

Yes Title I, Part A; and

No Turnaround Plans

[Click here to see the full Guide to Campus Assurances](#)

When you select "Yes," you are certifying that you have access to or have received the document that outlines all of the requirements discussed above. Additionally, you are indicating your assurance that these requirements will be implemented on your campus by yourself, your designee, or your leadership team.

Comprehensive Needs Assessment Summary for 2020-2021

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified areas needing improvement or areas of weaknesses?	Priorities Three to five needs that require intervention. Needs should be prioritized to create the greatest impact.	
Demographics	<ol style="list-style-type: none"> Students consist of a diverse population represented in the following categories Hispanic 79% AA-15% White 11% Asian .5% 	<ol style="list-style-type: none"> Chronic student absences for the 19-20 school year. Campus average < 96% Percentage of students identified as " At risk" per 2019- 82% 	<ol style="list-style-type: none"> Increase overall campus performance rate in Literacy and Math as measured by district benchmarks and STAAR. Streamline campus focus to Tier 1 instruction across all grade levels Campus will ensure all lessons are aligned to the standards with measurable outcomes- Levers- Standard and Alignment and Formative Assessments and Feedback 	
	<ol style="list-style-type: none"> Diverse staff and student population 			<ol style="list-style-type: none">
	<ol style="list-style-type: none"> Dual language program offered for both native and non-native Spanish speaking students 			<ol style="list-style-type: none">
Student Achievement	<ol style="list-style-type: none"> 3rd grade reading -25% mastery vs FWISD 14% 3rd Math -11% meets equal to FWISD 11% 4th grade math -20% meets vs FWISD 13% 	<ol style="list-style-type: none"> 4th Reading 27% meets, 7% mastery vs FWISD 15% 13% mastery campus below the district average 5th grade science -3% meets, 0% mastery vs FWISD 11% meets, 3% masters Academic achievement gaps between subpopulations within the campus as well as achievement gaps between our AA and Hispanic students compared to the state average of White students in each grade level and content. 3rd Grade -Average Lexile of 284L which fall under approaching grade level. Grade level is 520L (236L away) 4th Grade - Average Lexile of 452L which falls under approaching grade level. Grade level is 740L (288L away) 5th Grade-Average Lexile of 588L which falls under the approaching grade level. Grade level is 830L (242L away) Purchase Summit K-12 Software for students in grades 2-5 for fluency and comprehension practice in literacy. Hire a Computer Lab TA to assist with closing Domain 1 and 3 Achievement Gaps. 		
	<ol style="list-style-type: none"> Fountas and Pinnell Reading growth for K-2nd grade 			
	<ol style="list-style-type: none"> Grade 3rd-5th grade are all moving in the direction being on grade level to meet our district initiative of 100 by 2025 			
School Culture and Climate	<ol style="list-style-type: none"> Effective communication with campus staff members and the community. Established trust and collaborative teacher leader teams on campus 	<ol style="list-style-type: none"> Daily Wildcat News to keep campus abreast of scheduled events for the day/week. Continue to grow teacher leaders to ensure the campus mission, vision and goals are evident for all stakeholders Maintain campus wide systems for Morning, Dismissal, Cafeteria, hallway and recess. Monthly professional development session to measure the campus culture and staff implementation 		
	<ol style="list-style-type: none"> Campus participated in Teaching Trust to develop campus wide systems to increase school safety and improve student culture. 			
	<ol style="list-style-type: none"> Campus wide implementation of Restorative Practice to build and maintain a trusting school environment with positive student relationships 			

Staff Quality/ Professional Development	1.	The Majority of teachers have been trained in Restorative Practice	1.	IPC and Instructional alignment and gradual release model
	2.	Weekly PLCs and/or Data Meetings	2.	Formal and informal assessments in daily instruction using a variety of methods including technology and white boards etc.
	3.		3.	Student engagement and building positive rapport in the classroom
Curriculum, Instruction, and Assessment	1.	IPCs completed for six week cycle	1.	Technology readily available for students to access during instruction (at home and in the classroom) and assessments
	2.	Assessments every six weeks followed by a data meeting and updated plan of action. Monitored by admin.	2.	Assessments every three weeks to progress monitor individual student growth
	3.	Schoolwide data tracking system and visual displays in the hallways and classrooms and at the student level	3.	KG-5th individual data meetings to track individual student growth and progress towards individual growth goals
Family and Community Involvement	1.	Partnerships with several community organizations including our faith based community	1.	Meaningful and instructionally focused opportunities for parents and community members on campus
	2.	Weekly parenting events and workshops	2.	Ongoing communication using a variety of modes (i.e. Campus website, Facebook, Twitter, Newsletters and Blackboard/Parent link) that focuses on student learning and serves to build positive relationships
	3.	Family curriculum nights, open house, parent conferences and Meet the Teacher	3.	Hold parent workshops related to the curriculum and strategies used in the classroom and technology
School Context and Organization	1.	Afterschool program and enrichment programs and clubs available to all students	1.	Early identification of students who struggle academically and behaviorally through MTSS with implementation of the appropriate research based interventions
	2.	Implementation of safety procedures and safety plan	2.	Maximizing instructional time by implementing a master schedule that embeds increased teacher collaboration and planning time
	3.	Campus physical appearance is appealing to stakeholders	3.	Accountability of students and teacher/staff

Academic Excellence Goals

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

Campus Name: 111 - Carter Park ES

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Executive Director: Marion Mouton

SMART Goals	Campus Level - Student Outcome Goal and Progress Measures	Approaches	Meets	Masters	to Target	by Deadline
	Early Literacy -Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.	--	35.00	--		
	Increased percentage of students in grades K-2 reading on or above grade level by 10% as measured by MAP fluency.					EOY
	100% of Reading teachers will create rigorous lessons that are aligned to lesson plans with an achievement rate of 75% in meets and 15% in Masters categories					EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	By October 2020 All teachers will use the CRF and supplemental resources to provide Tier 1 instruction for every student daily. Teachers will maintain progress monitoring tracking logs to chart student progress from approaches to on and above levels	Target Strategy: 100% of teachers will implement strong first teach model driven by data as measured by an aligned instructional schedule and progress monitoring weekly by admin, data analyst, and coaches. Action Steps: 1. School wide Tier 1 instruction	Principal,Assistant Principal,Instructional Leadership	6/11/2021	Title I	8,500		By May 2021 students meets performance level will increase from 15% to 50% with teacher first teach and progress monitoring.
2 Title I	By October 2020 All students will be administered the MAP growth assessment for K-5 students.	Target Strategy: 100% of Tier 2 and Tier 3 students will be provided with academic enrichment opportunities outside of the everyday instructional time. Action Steps: 1. Teachers will utilize research based intervention curriculum and resources	Teacher(s),Data Analyst	6/11/2021	Title I	10,000		By May 2021 weekly review of Instructional practices to ensure students are moving from 26% to 50% in English 73% to 77% in Spanish as measured by MAP skills
3 Title I	By October 2020 Bi weekly data meetings scheduled for instructional staff. Meetings will be facilitated by the Data Analyst.	Target Strategy: The Data Analyst will create school wide data systems that will improve the instruction of Tier 1 and drive Tier 2 and Tier 3 intervention. Action steps: 1. Selected support of Tier 3 and new teachers. 2. Lead bi-weekly data meeting	Instructional Leadership,Data Analyst	6/11/2021	Title I	65,000		By December 2020 100% of students will demonstrate evidence of their learning experience through weekly posted student work, journals and informal assessments
4 Title I	By May 2021 all stake holders will actively participate in the overall education of our students.	Target strategy: Teaching assistants will support campus instructional initiatives. Action steps: Hire Computer Lab TA to provide daily online instruction of DLE and RP students. 2. Provide small group support with collaboration of teacher.	Instructional Leadership,Teacher(s)	6/11/2021	Title I	62,855		By October 2020 all support staff will be assigned grade levels to assist with targeted instruction. By May 2021 all students performance levels will increase by 15% to 35% in and meets categories.

5	Title I	By May 2021 all sub groups performance levels will increase in 5% increments from 15% to 45% in meets category in grades 3-5 each six weeks using weekly assessments and benchmark data.	Weekly assessment data will be tracked by teachers and posted in classroom each six weeks. 2. Teachers will submit a plan of action for underperforming students 3 Extended day staff will track daily attendance for consistency	Instructional Leadership,Teacher(s)	6/11/2021	Local (Basic Allotment)	15,417		By May 2021, data tracking will reflect 5% incremental increases up to 45% for all student groups using supplemental resources and extended day opportunities.
6	LEP	By May 2021 75% of DL students will increase one performance levels on TELPAS.	Weekly lesson assigned on assessed Summit K-12 performance level. Progress measures tracked each six weeks.	Principal,Assistant Principal,Teacher (s),Student Support Services,Data Analyst	5/20/2021	Title I	12,000		By December 2020, LEP students in grades 2-5 will use Summit K-12 software to increase reading fluency and comprehension skill in TELPAS

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Mission Goals

Fort Worth Independent School District 2020-2021 Mission Goals Action Plan

Campus Name: 111 - Carter Park ES

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SMART Goals	Campus Level - Student Outcome Goal and Progress Measures (Baseline-X, Target-Y, Deadline-Z)	Baseline (BOY)	to Target	by Deadline
	Percent of students at grade level or above in Reading will increase from	25	70	EOY
	Using Benchmark data as our measure, 3rd grade student will increase from 36% approaches to 47% meets by May 2021			

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	By May of 2021, 100% of teachers in grades 3-5 will develop lesson plans in Literacy that are aligned to STAAR standards as evidenced by teacher and student exemplars.	<ol style="list-style-type: none"> ILT will facilitate PD based on teachers area of need. PLC rotation on instructional alignment Teachers receive extended planning time during the day as needed to target low SEs. 	Instructional Leadership	6/11/2021	Title I	4,000		By October 2020, all lesson plans reviewed with actionable feedback given for instructional delivery.
2 Title I	By November 2020, 100% of 3rd grade teachers will analyze student data during bi weekly PLCs using student exemplars, weekly assessments, exit tickets, and benchmark data.	<ol style="list-style-type: none"> Teachers will analyze student tracking report and target students for intervention or accelerated instruction. Instructional Coach and Data Analyst will post exemplars and provide resources for teachers. Purchase instructional materials for targeted instruction for ELL's, SPED and RP students 	Instructional Leadership		Title I	4,000		By May 2021-Overall 3rd grade literacy performance will increase from 15% to 50% in Meets categories.
3 SPED	By May 2021, 100% of identified SPED students will show academic improvement in Literacy by EOY assessments and STAAR measures.	<ol style="list-style-type: none"> ILT and teachers will facilitate PD to support the instructional needs of all SPED students in all grade levels. Inclusion teacher will use the co-teach model for all classroom instruction. 	Principal,Assistant Principal,Instructional Leadership,Teacher (s),Student Support Services,Data Analyst	6/18/2021	Special Education	3,091		By February 2021, SPED Literacy performance will increase from 0% by 20% as measured by benchmark and STAAR
4 Title I	By October 2020, Campus will provide all ED students with Tier 1 instruction daily.	<ol style="list-style-type: none"> Weekly pull outs and push in for small group instruction from Title 1 TA's to accelerate students performance 	Instructional Leadership,Teacher (s),Other	6/11/2021	SCE	5,844		By May 2021, 100% of ED student population will move from 15% to 50% in Meets performance level as measured by benchmark data and STAAR.
5 Title I	By May 2021 teachers will close the academic gap for 3rd grade LEP students by 13% in Literacy through Tier 1 instruction.	<ol style="list-style-type: none"> Bi-weekly Data Meetings with instruction strategies for low SEs. Targeted PLC's with focus on student data tracking 	Instructional Leadership,Teacher(s)		Bilingual	1,934		By May 2021, LEP students performance will increase from 10% to 40% in the meets performance category.
6 Title I	By May of 2021 all identified GT students will receive daily enrichment lessons that meet the rigor required by FWISD and TEA.	<ol style="list-style-type: none"> GT Coordinator/Coach will provide weekly lessons during the instructional day. Teachers will support the students and families with all project based learning tasks. 	Instructional Leadership	6/11/2021	Gifted & Talented	194		By November 2020, All identified GT students receiving enrichment lessons will be tracked monthly to measure 2% to 5% growth increase.

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

Learning Environment Goals

Fort Worth Independent School District 2020-2021 Learning Environment Goals Action Plan

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SMART Goals	Campus Needs Goals and Measures (Baselines-X and Targets-Y)	Baseline (BOY)	to Target	by Deadline
	The number of parents using Parent Portal will increase percentage as measured by the School Profile from	25%	50%	EOY
	PBIS - The number of 'Duplicate Incident Referrals', as documented in FWISD Cycle Reports, will decrease for target student groups from	5	0	EOY
	Health Related Elementary - (Target 75%) Percentage of the 30 health lessons Grades K-5 the school health teacher delivers will increase from	30	50	EOY

Strategies for Improvement

Student Group (PBMAS)	Target Strategies	Action Steps	Person(s) Responsible	Due Date	Budget Source	Amount	Status	Strategy Expected Result/Impact
1 Title I	By May 2020, Parent Liaison will provide 1 weekly opportunity for parents to sign up for parent portal.	<ol style="list-style-type: none"> Data Clerk will prepare monthly report for comparison . Parent Liaison will be responsible for verifying and approving accounts 	Instructional Leadership	6/4/2021	Title I	9000.00		By May 2021, Parent portal accounts will increase from 21% to 50%. A 29% overall increase in parent portal accounts.
2 Title I	By November 2020-Campus-wide Restorative Practice protocol implemented to track referral/discipline data on AA students	<ol style="list-style-type: none"> Quarterly RP Professional Development to ensure the campus is increasing student relationships Counselor will provide monthly guidance lessons that focus on student SEL and PD for campus staff 	Instructional Leadership	6/11/2021	Local (Basic Allotment)	750.00		By January 2021 5% decrease in discipline referrals for AA students
3 Title I	By May 2021 Physical Education Teacher will provide daily lessons that focus on movement, healthy choices and lifestyles. 100% of lessons will be rigorous and relevant across all grade levels	<ol style="list-style-type: none"> Teacher will provide a calendar of events to include health focus, campaigns, district initiative and, walks Admin will collaborate with grade levels to ensure lessons are taught as scheduled 	Principal,Assistant Principal,Teacher(s)	6/11/2021	Title I	750		By October 2020 100% of students will participate in recess daily and structured physical activities. Students will make health conscious decisions about foods, lifestyles and their families.
4 Title I	By October 2020 Parent Liaison will provide a yearly calendar of parent engagement opportunities for the community and families.	<ol style="list-style-type: none"> The Parent Communication Liaison will increase parental involvement by designing workshops of interest to parents.ie Muffins with Mom, Donuts with Dad Purchase materials supplies, resources, and food items for workshops 	Principal,Assistant Principal	6/11/2021	Title I	3,000		By May 2021 parent engagement opportunities will increase from 2 to 5 events yearly.

Progress Monitoring Schedule: **BOY** (August 19 - November 1) **MOY** (November 4 - February 14) **EOY** (February 18 - May 28)

BOY Status:

Principal Evidence:

Leadership Feedback:

MOY Status:

Principal Evidence:

Leadership Feedback:

EOY Status:

Principal Evidence:

Leadership Feedback:

