

# **Carrollton-Farmers Branch Independent School District**

## **Carrollton Elementary**

### **2022-2023 Campus Improvement Plan**



# Mission Statement

The Mission of CFBISD, a diverse community of global learners, is to empower scholars to acquire life-long knowledge, skills, and values that prepare them to compete in the world marketplace while contributing to their community.

## Vision

CFBISD will be an exceptional learning community where all graduates impact and excel in a complex, interconnected, and ever-changing world.

## Value Statement

CFBISD BELIEVES IN...

- Excellence in ALL learning opportunities
- Respecting differences by embracing diversity
- A growth mindset for students, faculty, and staff
- Ongoing partnerships with the community
- Support and love of the whole student

## Motto

High Expectations for ALL

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# Comprehensive Needs Assessment

Revised/Approved: May 11, 2022

## Demographics

### Demographics Summary

We, at Carrollton Elementary, are dedicated to growing students as learners and leaders. We take pride in being a Leader in Me campus. We are a PK-5 elementary school with about 500 enrolled students. The staff at Carrollton Elementary includes 43 teachers, 11 paraprofessionals, and 2 administrators. The student population is 3% White, 3% African American, 92% Hispanic, and 2% Asian. Additionally, the campus serves 90% economically disadvantaged students, 15% special education students, and 77% emergent bilingual students. The most current data indicates the campus has a 1.6% mobility rate. Students have the opportunity to transfer to our campus from other districts. Currently, we have 9 students who have chosen Carrollton Elementary as their school of choice. Carrollton Elementary is one of several elementary campuses to serve students in a Spanish bilingual program. We take pride in being a Leader in Me campus where we value that all students can be leaders when they integrate and follow the “7 habits” in their daily lives.

### Demographics Strengths

TELPAS results show that Carrollton Elementary bilingual students are making progress in language acquisition skills.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Carrollton Elementary experiences approximately 15-20 students that arrive tardy daily. **Root Cause:** Parents are unaware of the amount of instructional time lost when a student is tardy.

**Problem Statement 2 (Prioritized):** Carrollton Elementary has an attendance rate of 92%. **Root Cause:** Stakeholders do not understand the importance of daily student attendance.

**Problem Statement 3:** Carrollton Elementary enrollment is decreasing each year. **Root Cause:** The building is outdated- it is not inviting to the community (outdated playground equipment, front). We need to develop a plan that shows the community the benefits of attending Carrollton Elementary.

**Problem Statement 4 (Prioritized):** Students come to school with a limited repertoire of learning strategies and resources available to them. **Root Cause:** 91% of our students are from low-income homes.

# Student Learning

## Student Learning Summary

Carrollton Elementary continues to make progress in the areas of math, reading, and writing. District common assessments, campus benchmarks, Istation, and MAP data were used to measure and track student progress throughout the course of the year. Targeted instruction and interventions were utilized to improve student progress. Teachers use ongoing varied assessments to ensure the growth of all students and identify struggling learners and intervene early, ensuring that the right supports are in place for students. Carrollton Elementary has a very strong Response to Intervention program, whereby all students receive support in areas that they need to grow during WIN Time (What I Need). Students participate in self-tracking progress, as well, through leadership notebooks and school-wide, grade level, and individual goals. MAP data is tracked throughout the entire school year to monitor student academic progress.

Targeted small group instruction during the school day results in teachers addressing students' needs both in intervention and in enrichment. Our teachers meet at a minimum every three weeks in their Professional Learning Communities to review common formative assessments and use student data to plan the next steps for student learning. Teachers and students discuss individualized learning goals and review lead measures and celebrate successes along the way. These academic strengths are due to the exceptional instruction and learning experiences provided by Carrollton Elementary staff along with an intentional focus on helping students identify learning goals, decide on action steps in order to move forward in those goals, track progress, and reflect on adjustments that need to be made. Carrollton Elementary students are demonstrating exceptional leadership in their own learning!

## Student Learning Strengths

MAP Tests	95% of our students showed growth on their MAP tests
Grade 4 Spanish Reading	37% with accelerated growth
Grade 5 Reading English	38% accelerated growth
Grade 3 Spanish Reading	20% Masters
Grade 3 English Reading	15% Masters
Grade 3 Math	13% Masters
Grade 4 Math	75% with accelerated growth/ 24% Masters
Grade 5 Math	58% with accelerated growth/ 32% Masters
Grade 5 Science	Highest percent in all categories in the last three assessments
	6th in the district for scores

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Missing Academic Achievement indicator for 2 consecutive years with Special Education students **Root Cause:** Fundamental students are being pulled out, not being taught with grade-level peers or TEKS. Therefore, once tested on STAAR it is the first time they are seeing grade-level questioning and materials. Large numbers of special education population in Monolingual classes. Not enough special education teachers to service all special education students with enough time and support.

**Problem Statement 2 (Prioritized):** Students are not meeting reading expectations at grade level per the Early Childhood Closing Gaps data. **Root Cause:** Consistency with the implementation of frequent running records, informal/formal skill checks and guided reading needs to be conducted every day.

**Problem Statement 3 (Prioritized):** Leader in Me lessons are not consistent throughout the school and students are not applying skills. **Root Cause:** Teacher confusion, consistency and a lack of scope and sequence for educators to follow.

**Problem Statement 4:** Students are not meeting math expectations at grade level per the Early Childhood Closing Gaps data. **Root Cause:** Increasing the rigor of tier one instruction.

# School Processes & Programs

## School Processes & Programs Summary

Carrollton Elementary is a learning organization that is focused on student growth and achievement, fostering leadership and a focus on the whole child. At Carrollton Elementary, we inspire learners to become innovative, collaborative, life-long designers who contribute to an ever-changing global community. We engage the school in The Leader in Me program and The 7 Habits of Happy Kids to embrace a process that helps develop the essential life skills and characteristics students need in order to thrive in the 21st century. Students experience personal leadership as a practice of being accountable for actions, attitudes, and talents that contribute to their successes centered around the *7 Habits of Happy Kids*. The Leader in Me allows teachers to guide students as they find their strengths and what makes them special. We are excited to see what new leadership skills emerge as we move into year three of the program!

We are a community of learners who all participate in personal and professional goal-setting, tracking, and reflection on our impact on student learning and achievement. Our students thrive in a learning environment that embraces authentic, real-world applications where they can collaborate, communicate, and create while pushing themselves to think critically about their learning.

Carrollton Elementary is also a site for Ignite PK Academy, CFBISD's full-day tuition-based community Pre-K, taught by our caring, certified educators, students are involved in thematic units that engage learners through developmentally appropriate activities. Mathematics, science, social studies, and language arts are integrated to provide students with real-life opportunities to read, write, and problem solve. We also support the socio-emotional learning of students so they can build strong healthy relationships with their peers and friends.

Additionally, Carrollton Elementary, within CFBISD's guidance, uses curricular programs and processes to ensure that learning is based on standards and is scaffolded to address a variety of student needs. Teachers plan using a backward design with CFBISD's curriculum. Teachers make sure to integrate process standards into all content areas each day, ensuring that students are given opportunities to apply their learning at high levels. Teacher teams plan both by grade level and content. Teachers use ongoing varied assessments to ensure the growth of all students and identify struggling learners and intervene early, ensuring that the right supports are in place for students. Carrollton Elementary has a very strong Response to Intervention program, whereby any students of concern in the areas of academics, speech, or behavior, may be referred to a committee to develop interventions (WIN Time).

We are embarking on Year 3 of our Leader in Me journey, with a focus this year on Student Voice. We have systems to monitor student growth and ensure both interventions and challenges are given to meet students' unique needs. Administration conducts formal and informal walkthroughs to ensure the alignment of instructional practices to the district's scope and sequence. District curriculum specialists meet regularly with grade-level teachers to help plan, model lessons and support their overall growth in the different content areas. Grade level meetings and professional learning communities are conducted to analyze data to help drive instruction. Multiple professional learning opportunities are also provided to all staff in order to meet our campus needs. Our goal is to continue to maintain high-quality instruction through staff goal-setting, growth, and personal reflection.

## School Processes & Programs Strengths

We are embarking on Year 3 of our Leader in Me journey, with a focus this year on Student Voice. We have systems to monitor student growth and ensure both interventions and challenges are given to meet students' unique needs. Administration conducts formal and informal walkthroughs to ensure the alignment of instructional practices to the district's scope and sequence. District curriculum specialists meet regularly with grade-level teachers to help plan, model lessons and support their overall growth in the different content areas. Grade level meetings and professional learning communities are conducted to analyze data to help drive instruction. Multiple professional learning opportunities are also provided to all staff in order to meet our campus needs. Our goal is to continue to maintain high-quality instruction through staff goal-setting, growth, and personal reflection.

Professional learning this year is focusing on Math and Literacy. Within our professional learning communities, we focus on engaging instruction, best practices in Mathematics and Guided Reading, designing learning that is aligned with powerful learning objectives, integrating technology for student production of work, and monitoring progress of students through collaboration, conferencing, and goal-setting. Grade level teams work in collaboration with support staff and instructional facilitators to identify essential skills, create common formative assessments, and monitor small group instruction based on student progress on learning targets. Carrollton Elementary staff are committed to the learning and

growth of all students as they target their own professional goals and learning journeys.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** WIN (What I Need - Intervention Time) was implemented this year and will continue next year but there are areas that need to be improved within the program. **Root Cause:** A new program comes with struggles as we get to know how the program works.

**Problem Statement 2 (Prioritized):** There is inconsistency with the implementation of the Leader in Me program. **Root Cause:** There is no set time to implement Leader in Me.



# Perceptions

## Perceptions Summary

Parents and community members are often heard commenting about the warm and welcoming feeling that they get when they walk into Carrollton Elementary. They know immediately that student emotional well-being is high on our priority list, as well as ensuring that all students grow in their learning. Family and community involvement at Carrollton Elementary has been inconsistent over the past few school year. Musical and family-based (carnival and holiday reading night) events were highly attended. This is in part due to the fact that students are highlighted in each of these events. More opportunities for parents to see their student shine and build relationships both with their child and the school faculty and staff are needed. PTA leadership is in need of more assistance and event participation has been sparse when compared to events in which parents interacted with their child or watched their child perform.

## Perceptions Strengths

Leadership opportunities and engaging instruction are resulting in overall student satisfaction with the fun and positive experiences students have at school. Outside visitors consistently compliment the positive atmosphere, the obvious love teachers have for children, and the respectful, kind behavior of students.

### Recruitment, Hiring, and Onboarding:

My school is a welcoming community for newly hired teachers. 86%

My school proactively recruits teachers from diverse backgrounds. 83%

### Appreciation:

Teachers are recognized publicly when they do outstanding work. 81%

### School Safety and Order:

My school is a physically safe environment for students. 92%

### Parent/Teacher Communication

Teachers at my school build trusting relationships with parents. 97%

Parents at my school have confidence in teachers. 97%

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** There is a low percentage of staff that believes disciplinary practices are applied fairly to all students on our campus. **Root Cause:** Not having universally enforced expectations or a discipline plan.

**Problem Statement 2 (Prioritized):** Based on the staff survey, teacher collaboration is a concern. (Teachers at my school trust each other 69% and Teachers at my school do meaningful work together in teams. 72%) **Root Cause:** Due to a pandemic, we have not had the opportunity to collaborate as we have in the past.

**Problem Statement 3 (Prioritized):** Staff feel that they are not able to contribute to the policies and procedures on campus. Teachers do not feel that they have a voice. **Root Cause:** There have been many changes this year due to Covid and these changes were made without the input of teachers.

# Priority Problem Statements

**Problem Statement 2:** Carrollton Elementary experiences approximately 15-20 students that arrive tardy daily.

**Root Cause 2:** Parents are unaware of the amount of instructional time lost when a student is tardy.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Missing Academic Achievement indicator for 2 consecutive years with Special Education students

**Root Cause 3:** Fundamental students are being pulled out, not being taught with grade-level peers or TEKS. Therefore, once tested on STAAR it is the first time they are seeing grade-level questioning and materials. Large numbers of special education population in Monolingual classes. Not enough special education teachers to service all special education students with enough time and support.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** WIN (What I Need - Intervention Time) was implemented this year and will continue next year but there are areas that need to be improved within the program.

**Root Cause 4:** A new program comes with struggles as we get to know how the program works.

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

**Problem Statement 1:** There is a low percentage of staff that believes disciplinary practices are applied fairly to all students on our campus.

**Root Cause 1:** Not having universally enforced expectations or a discipline plan.

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 9:** Carrollton Elementary has an attendance rate of 92%.

**Root Cause 9:** Stakeholders do not understand the importance of daily student attendance.

**Problem Statement 9 Areas:** Demographics

**Problem Statement 6:** Students are not meeting reading expectations at grade level per the Early Childhood Closing Gaps data.

**Root Cause 6:** Consistency with the implementation of frequent running records, informal/formal skill checks and guided reading needs to be conducted every day.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 5:** There is inconsistency with the implementation of the Leader in Me program.

**Root Cause 5:** There is no set time to implement Leader in Me.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 10:** Based on the staff survey, teacher collaboration is a concern. (Teachers at my school trust each other 69% and Teachers at my school do meaningful work

together in teams. 72%)

**Root Cause 10:** Due to a pandemic, we have not had the opportunity to collaborate as we have in the past.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 8:** Leader in Me lessons are not consistent throughout the school and students are not applying skills.

**Root Cause 8:** Teacher confusion, consistency and a lack of scope and sequence for educators to follow.

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 11:** Staff feel that they are not able to contribute to the policies and procedures on campus. Teachers do not feel that they have a voice.

**Root Cause 11:** There have been many changes this year due to Covid and these changes were made without the input of teachers.

**Problem Statement 11 Areas:** Perceptions

**Problem Statement 7:** Students come to school with a limited repertoire of learning strategies and resources available to them.

**Root Cause 7:** 91% of our students are from low-income homes.

**Problem Statement 7 Areas:** Demographics

# 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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 released test questions
- 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- 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
- Male / Female performance, progress, 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
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

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

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Guiding Objectives

## Guiding Objective 1: Optimize Engaging and Diverse Learning

**Goal 1:** By May of 2023, 65% of students will make a year's worth of growth on their MAP assessment (for the 2021-2022 school year it was 56.62%).

### HB3 Guiding Objective





**Evaluation Data Sources:** MAP data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Plan bi-weekly Professional Learning Communities (PLCs) and Data-Driven Instruction (DDI) meetings to evaluate student learning for all K-5 teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> By April of 2023, 65% of students will make a years worth of growth on their MAP assessment (for the 2021-2022 school year it was 56.62%).</p> <p><b>Staff Responsible for Monitoring:</b> Administration and staff</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Data and planning days to help improve tier one instruction - 211 Title I - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Schedule Special Education Check-ins (every 9 weeks) with all teachers to analyze data, monitor growth with our special education students, and discuss adjustments to instruction based on student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of our special education students will grow on their MAP assessment.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- <b>Additional Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Focus on math, literacy, and reading differentiated instruction with interventions during/before/after school with Title 1 coaches and instructional support staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Title 1 Instructional Staff - 211 Title I - \$79,328, Title 1 Small Group Tutors - 211 Title I - \$34,000, tutoring - 211 Title I - \$4,952</p>	Formative			Summative
	Oct	Jan	Mar	June



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Focus on math, literacy, and reading differentiated instruction with the use of professional learning, software, such as Reading A-Z, Pebble Go, Mentoring Minds, LLI, Dreambox, Really Great Reading, Education Galaxy, and classroom technology/supplies (such as headsets/book boxes/book bags). Maximize the use of technology investment and resources to enhance student learning and experience</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student achievement in reading and math. Students have experience with taking assessments in Math and Reading online. Lesson plans and walkthrough/observation data will demonstrate effective integration of technology tools into the learning opportunities for student learning, particularly in the area of producing work.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administration</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Education Galaxy - 211 Title I - \$1,250, Really Great Reading - 211 Title I - \$200, STAAR Master - 211 Title I - \$7,606, RAZ Kids - 211 Title I - \$5,700, Book Bags - 211 Title I - \$910</p>	Formative			Summative
	Oct	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Goal 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Missing Academic Achievement indicator for 2 consecutive years with Special Education students <b>Root Cause:</b> Fundamental students are being pulled out, not being taught with grade-level peers or TEKS. Therefore, once tested on STAAR it is the first time they are seeing grade-level questioning and materials. Large numbers of special education population in Monolingual classes. Not enough special education teachers to service all special education students with enough time and support.</p>
<p><b>Problem Statement 2:</b> Students are not meeting reading expectations at grade level per the Early Childhood Closing Gaps data. <b>Root Cause:</b> Consistency with the implementation of frequent running records, informal/formal skill checks and guided reading needs to be conducted every day.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> WIN (What I Need - Intervention Time) was implemented this year and will continue next year but there are areas that need to be improved within the program. <b>Root Cause:</b> A new program comes with struggles as we get to know how the program works.</p>

**Guiding Objective 2:** Optimize Facility, Safety and Security, and Infrastructure to be adaptable to student needs

**Goal 1:** By May of 2023, there will be a 5% increase in the safety and security section within the staff Upbeat survey (aligned values focused on a safe environment and behavioral expectations for students).

**Evaluation Data Sources:** Staff Upbeat Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Determine routines and procedures for common areas. These routines and procedures will be delineated, posted, taught, and followed throughout the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes. Disciplinary practices are applied fairly to all students at Carrollton Elementary.</p> <p><b>Staff Responsible for Monitoring:</b> Administration All Staff</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Incorporate Leader in Me lessons into the daily schedule to teach social needs and skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Alignment with student behavior expectations.</p> <p><b>Staff Responsible for Monitoring:</b> Administration All staff</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 4 - Student Learning 3</p> <p><b>Funding Sources:</b> LIM Books - 211 Title I - \$2,491, LIM Training - 211 Title I - \$15,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

**Goal 1 Problem Statements:**

### Demographics

**Problem Statement 4:** Students come to school with a limited repertoire of learning strategies and resources available to them. **Root Cause:** 91% of our students are from low-income homes.

### Student Learning

**Problem Statement 3:** Leader in Me lessons are not consistent throughout the school and students are not applying skills. **Root Cause:** Teacher confusion, consistency and a lack of scope and sequence for educators to follow.

### Perceptions

**Problem Statement 1:** There is a low percentage of staff that believes disciplinary practices are applied fairly to all students on our campus. **Root Cause:** Not having universally enforced expectations or a discipline plan.




**Guiding Objective 3:** Optimize Community Engagement

**Goal 1:** By May 2023, we will provide at least 3 formal and informal opportunities to communicate our learning to the parents and community. We will work as a team and build partnerships across all areas.

**Evaluation Data Sources:** Positive results in school climate portions of staff Panorama survey, parent campus profile survey, and student survey.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implementation of events that engage students, staff, parents, and the community, such as Math/Science/Literacy events, community outreach/donation initiatives, International Culture Day, Recognition Rallies, and Leadership Night.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive results in school climate portions of staff Panorama survey, parent campus profile survey, and student survey.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Teachers</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Parent Nights - 211 Title I - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide opportunities for student to share their learning during student-led conferences. Staff members will attend the Leader in Me Symposium and Core 3 Training (student voice) to learn more strategies to support leadership and student-led conferences.</p>	Formative			Summative
	Oct	Jan	Mar	June

<p><b>Strategy's Expected Result/Impact:</b> Positive results in school climate portions of staff Panorama survey, parent campus profile survey, and student survey.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Teachers</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3 - School Processes &amp; Programs 2</p>				
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 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Goal 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Carrollton Elementary experiences approximately 15-20 students that arrive tardy daily. <b>Root Cause:</b> Parents are unaware of the amount of instructional time lost when a student is tardy.
<b>Student Learning</b>
<b>Problem Statement 1:</b> Missing Academic Achievement indicator for 2 consecutive years with Special Education students <b>Root Cause:</b> Fundamental students are being pulled out, not being taught with grade-level peers or TEKS. Therefore, once tested on STAAR it is the first time they are seeing grade-level questioning and materials. Large numbers of special education population in Monolingual classes. Not enough special education teachers to service all special education students with enough time and support.
<b>Problem Statement 2:</b> Students are not meeting reading expectations at grade level per the Early Childhood Closing Gaps data. <b>Root Cause:</b> Consistency with the implementation of frequent running records, informal/formal skill checks and guided reading needs to be conducted every day.
<b>Problem Statement 3:</b> Leader in Me lessons are not consistent throughout the school and students are not applying skills. <b>Root Cause:</b> Teacher confusion, consistency and a lack of scope and sequence for educators to follow.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> There is inconsistency with the implementation of the Leader in Me program. <b>Root Cause:</b> There is no set time to implement Leader in Me.

**Guiding Objective 4:** Optimize Social and Emotional Health of all students

**Goal 1:** By May 2023, we will increase our attendance rate from 92% to 95%.

**Evaluation Data Sources:** Student attendance records; STAAR scores, local grades and assessments; campus staff observations and reflections; family and community involvement records

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitoring attendance records and using a process to refer students with excessive absences to the counseling, truancy, and/or health services departments. Administration/CIS will also conduct home visits with families that we are not able to contact.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the number of students who do not attend school regularly.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal Attendance Clerk</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2, 4</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a process for parents of students who are tardy. Parents will be required to come into the front office and sign in their child. If there are excessive tardies, this will give the administration the opportunity to speak with the parent.</p> <p><b>Strategy's Expected Result/Impact:</b> Fewer student tardies daily.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Attendance Clerk</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop a proactive plan that identifies and helps at-risk youth.</p> <p>Example:  Professional Development for teachers and staff to help at-risk youth.  Students receive public acknowledgment for non-academic achievement.  Provide resources for parents and students (clothing, food, medical, etc.)  Students participate in activities that foster positive teacher/student relationships.  The student code of conduct is available online and copies are available to students and reviewed with students by teachers.  Students will participate in fitness assessments and engage in physical activities which are evaluated annually.  Students are aided in their transition from elementary school to middle school through vertical conversations and teacher collaboration.  The school safety plan is developed and monitored for effectiveness throughout the school year. Peace officers and/or school resource officers and security officers work with the CFBISD safety and security department to develop appropriate guidelines which are updated annually.  Counselors work with students to make appropriate curricular choices or program choices, and support students as needed in programs including but not limited to suicide prevention, conflict resolution, positive behavior interventions, career education, discipline management including unwanted physical or verbal aggression, and additional resources for parents, as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased STAAR scores, local grades, and assessments; campus staff observation and reflection indicating strategy success; increased family and community involvement, student attendance records demonstrating appropriately high levels</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p> <p>- <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2, 4 - Student Learning 1, 2</p> <p><b>Funding Sources:</b> Poverty Simulation Professional Development - 211 Title I - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Goal 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Carrollton Elementary experiences approximately 15-20 students that arrive tardy daily. <b>Root Cause:</b> Parents are unaware of the amount of instructional time lost when a student is tardy.</p>
<p><b>Problem Statement 2:</b> Carrollton Elementary has an attendance rate of 92%. <b>Root Cause:</b> Stakeholders do not understand the importance of daily student attendance.</p>
<p><b>Problem Statement 4:</b> Students come to school with a limited repertoire of learning strategies and resources available to them. <b>Root Cause:</b> 91% of our students are from low-income homes.</p>

## Student Learning

**Problem Statement 1:** Missing Academic Achievement indicator for 2 consecutive years with Special Education students **Root Cause:** Fundamental students are being pulled out, not being taught with grade-level peers or TEKS. Therefore, once tested on STAAR it is the first time they are seeing grade-level questioning and materials. Large numbers of special education population in Monolingual classes. Not enough special education teachers to service all special education students with enough time and support.

**Problem Statement 2:** Students are not meeting reading expectations at grade level per the Early Childhood Closing Gaps data. **Root Cause:** Consistency with the implementation of frequent running records, informal/formal skill checks and guided reading needs to be conducted every day.







## Guiding Objective 5: Optimize All Available Resources

**Goal 1:** By May 2023, the staff retention rate will increase by 5% from the End of Year 2022.

**Evaluation Data Sources:** Upbeat Survey

Staffing

Campus Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Recognize teachers publicly when they do outstanding work (staff newsletter, social media, shout boards, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Staff retention rate will increase and staff will be appreciated.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1, 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Collaboration and vertical teaming are placed in the master schedule for teachers to build trust and to do meaningful work together in teams.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff retention rate will increase and trust will be built amongst teams.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1, 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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 1 Problem Statements:

Perceptions
<p><b>Problem Statement 1:</b> There is a low percentage of staff that believes disciplinary practices are applied fairly to all students on our campus. <b>Root Cause:</b> Not having universally enforced expectations or a discipline plan.</p>

## Perceptions

**Problem Statement 2:** Based on the staff survey, teacher collaboration is a concern. (Teachers at my school trust each other 69% and Teachers at my school do meaningful work together in teams. 72%) **Root Cause:** Due to a pandemic, we have not had the opportunity to collaborate as we have in the past.

**Problem Statement 3:** Staff feel that they are not able to contribute to the policies and procedures on campus. Teachers do not feel that they have a voice. **Root Cause:** There have been many changes this year due to Covid and these changes were made without the input of teachers.

## Additional Targeted Support Strategies

Guiding Objective	Goal	Strategy	Description
1	1	2	Schedule Special Education Check-ins (every 9 weeks) with all teachers to analyze data, monitor growth with our special education students, and discuss adjustments to instruction based on student needs.

# Plan Notes

## HB 3 Board Goals (Revised 2022)

### Early Childhood Literacy Closing the Gaps Student Groups

Grade 3 Reading	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	44	54	*	53	*		*		*	*	53	48
2018 STAAR	44	39	*	37	*		*		*	*	37	34
2019 STAAR	43	22	*	21	*		*			7	21	21
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	36	16	*	15	*		*			10	14	15
2022 STAAR	39	19	*	18	*		*			13	17	18
2023 STAAR	42	22	*	21	*		*			16	21	21
2024 STAAR	46	25	*	24	*		*			19	24	24

### Early Childhood Mathematics Closing the Gaps Student Groups

Grade 3 Math	District	Campus	African Amer	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	English Learner
2017 STAAR	48	61	*	58	*		*		*	*	59	52
2018 STAAR	46	42	*	37	*		*		*	*	40	31
2019 STAAR	48	36	*	36	*		*			36	34	37
2020 STAAR	Not Reported due to COVID-19 cancellation of state testing in Spring 2020											
2021 STAAR	25	7	*	6	*		*			10	4	6
2022 STAAR	33	18	*	17	*		*			20	15	17
2023 STAAR	41	28	*	28	*		*			29	26	29
2024 STAAR	48	39	*	39	*		*			39	37	40



# Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Melinda Diaz	
Classroom Teacher	Amy Estrada	Special Education
Classroom Teacher	Rebecca Wall	
Classroom Teacher	Carolyn Ramirez	
Classroom Teacher	Melissa Govea	
Parent	Dominique Villalobos	
Administrator	Monica Koen	
Parent	Elizabeth Monroy	
Business Representative	Katherine Cadena	

# Campus Funding Summary

211 Title I					
Guiding Objective	Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Data and planning days to help improve tier one instruction		\$10,000.00
1	1	3	Title 1 Small Group Tutors		\$34,000.00
1	1	3	Title 1 Instructional Staff		\$79,328.00
1	1	3	tutoring		\$4,952.00
1	1	4	Book Bags		\$910.00
1	1	4	RAZ Kids		\$5,700.00
1	1	4	Really Great Reading		\$200.00
1	1	4	Education Galaxy		\$1,250.00
1	1	4	STAAR Master		\$7,606.00
2	1	2	LIM Books		\$2,491.00
2	1	2	LIM Training		\$15,000.00
3	1	1	Parent Nights		\$3,000.00
4	1	3	Poverty Simulation Professional Development		\$2,000.00
<b>Sub-Total</b>					\$166,437.00
<b>Budgeted Fund Source Amount</b>					\$164,280.00
<b>+/- Difference</b>					<b>-\$2,157.00</b>
<b>Grand Total Budgeted</b>					\$164,280.00
<b>Grand Total Spent</b>					\$166,437.00
<b>+/- Difference</b>					<b>-\$2,157.00</b>