Sheldon Independent School District

H. M. Carroll Elementary

2022-2023 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science

Board Approval Date: October 18, 2022
Public Presentation Date: October 18, 2022

Mission Statement

Carroll Elementary believes in providing a positive, safe, and nurturing environment. We empower our students to be resilient and hardworking leaders. Our scholars will collaboratively innovate and create solutions to real world problems using 21st century skills.

Vision

Carroll Elementary will bring unity to our community by collaborating with families, staff, and students while promoting lifelong learners to become productive pillars in our society.

Motto

"Nurturing the Heart… Educating The Mind"

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Needs Assessment Overview Summary

Comprehensive Needs assessment for EOY 2022-23

The Carroll Elementary SBDM Committee met on 06/13/2022 and identified the following needs to be addressed the following school year 2022-2023:

The Teachers and staff need: The staff needs to continue to grow in delivering Tier I instruction, Planning and operating as an interdependent team , and expand their curriculum knowledge. Teachers will receive support from coaches and administrators to address continuous growth in the following areas.

Tier 1 instruction need:

The campus met standard on the STAAR for all Indices. Improvement needed in Reading, Math, and Science to continue to close the gaps from the Covid school year.

Our STAAR report indicated that we must work to assist our African American population.

Parent Engagement goals to be set to be involved: limited parent participation on parent survey for our school. However, our parent participation in most events was much better than the previous year.

Support for students with tutoring in reading and math gave us positive results this school year. We must continue with this practice for the 2022-23 school year.

The team consisted of:

 Campus Improvement Decision-Making Committee

Committee Role Name Position

Administrator Solmaria Benavides

Paraprofessional Velia Gonzales

Parent Irissa Shelly Parent

Classroom Teacher Arnulfa Ortiz member

Classroom Teacher Laura Longoria member

Classroom Teacher Nancy Galarza member

Classroom Teacher Leslie Vazquez member

Classroom Teacher Michelle Martinez member

Classroom Teacher Kristie Sparks

Non-classroom Professional Hillary Kern member

Community Member Helmy Rex

After carefully reviewing all data elements, the campus site-based team conducted a program evaluation and has identified the following areas as the primary focus for the 2022-2023 school year:

1. Continue to work on improving student achievement and support students with regression from the Covid School year. Must continue to increase students' scores on all STAAR tests.

2. Improve parent engagement and support.

3. Provide tutoring opportunities for students in core subjects.

This campus is a School-wide program that facilitates a "Conceptual Consolidation" of federal, state, and local funds to improve student performance and upgrade the entire educational program. The Site-based decision-making team collaborates on how the funds will be utilized to enable all students to meet the challenging state academic standards.

Demographics

Demographics Summary

Carroll Elementary has a student population of 573 students, grades 1-5. The school is a School-wide Title 1 campus and is composed of the following:

Hispanic	76%
White	2%
African American	20%
Asian	1%
Male	49%
Female	51%
Economically Disadvantaged	90%
LEP	39%
Special Ed	10%
Gifted and Talented	7%

Based upon district data analysis and information on the new STAAR assessment, the areas of need are identified and listed in priority order:

1. Math

3. Reading

4. Science

5. African American students and EcoDis Students

Carroll Elementary is a Title 1 campus located in Sheldon Independent School District. The campus was built in 2008. The building was named after H.M. (Dickey) Carroll. Dickey Carroll was a lifelong supporter of the Sheldon Independent School District as a parent, school board member and as community representative. Carroll Elementary continues to experience rapid growth due to the increase in new homes and neighborhoods in the community.

Student Enrollment

Year	Enrollment
2018	830
2019	583
2020	592
2021	574
2022	573

Student Demographics by Ethnicity

(2022-2023)

Ethnicity	Campus
Hispanic	76%
African American	20%
White	2%
Asian	1%
Two or More	1%

Student Demographics by Gender (2022-2023)

Gender	Campus
Female	51%
Male	49%

Student Demographics by Special Populations (2022-2023)

Special Population	Campus
Special Education	10%
ELL	39%
Gifted & Talented	7%
Section 504	1%
Economically Disadvantaged	87%

Staff Demographics by Ethnicity (2022-2023)

Ethnicity	Campus
Hispanic	48%
American Indian	2%
Asian	2%
African American	24%
Native Hawaiian	0%
White	20%
Two or More Races	2%

Staff Demographics by Gender (2021-2022)

Gender	Campus
Male	9%
Female	91%

Staff Demographics by Years of Experience (2021-2022)

Years of Experience	Campus
Beginning	0%
1-5 Years	38%
6-10 Years	22%
11-20 Years	22%
Over 20 Years	16%

Demographics Strengths

EL and Hispanic Populations achieving STAAR targets for the last 3 years

Our gifted and talented population is at 7%

- School numbers aligned with classrooms and teachers
- Community growth due to new neighborhoods and home buyers
- Diverse staff that is reflective of the student population
- Specialty programs to meet the needs of diverse students
- Students can learn from other students with different ethnicities, which is reflective of real-world experience
- The growth of the community continues to bring in diversity among students and families
- Programs available such as life skills, B.E.S.T., inclusion, resource, and Bilingual programs to support students

Problem Statements Identifying Demographics Needs

Problem Statement 1: STAAR data showed decrease in students achieving expectations in reading, math, and writing. **Root Cause:** Training needed to help teachers meet the needs of African american, economically disadvantaged, and EL students.

Student Achievement

Student Achievement Summary

	Comp Score	Scaled Score	Rating
Overall		88	B
Student Achievement		76	C
STAAR Performance	48	76	
School Progress		92	A
Academic Growth	86	92	A
Relative Performance (Eco. Dis: %)	48	85	B
Closing the Gaps	78	78	C

Based on STAAR our overall for the 2021-2022 school year our Overall Rating is B.

Carroll Elementary was rated as a B school for the last STAAR test 2021-22 school year. We received 2 distinction designations one for reading, one for science.

State Accountability

	Overall	Domain 1	Domain 2A	Domain 2B	Domain 3
2019	71	65	67	72	70
2020	STAAR testing canceled due to Covid-19 - Not Rated				
2021	Not Rated				
2022	88	76	92	85	78

Early Literacy Results MClass Dibels Results 1st Grade

EOY (118 Students)			
Well Above	On Track	Below	Well Below
23%	39%	12%	26%

Early Literacy Results MClass Dibels Results 2nd Grade

EOY (119 Students)			
Well Above	On Track	Below	Well Below
28%	29%	14%	29%

Last STAAR test 2021-22 school year by Subject.

| Grade | Subject | 2022 Approaches | 2022 STAAR & EOCs | | |
			2022 Meets	2022 Masters	2022 STAAR Component Score
All Grades	All Subjects	72%	43%	24%	48
5	Math	82%	49%	28%	53
5	Reading	82%	64%	41%	62
5	Science	70%	46%	27%	48
4	Math	58%	30%	11%	33
4	Reading	78%	48%	24%	50
3	Math	64%	26%	13%	34
3	Reading	71%	43%	23%	45

Student Achievement Strengths

For the 2021-2022 School year STAAR scores

- Carroll Received 2 distinction designations one in reading and one in science.
- 5th grade's component score was above the school average.
- Reading is a strenght across the different grade levels.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The campus received a 65 on student achievement for the 2018-2019 school year. It is necessary to improve achievement in the areas of Writing, Reading, Science, and Math for ALL students. Due to Covid school STAAR results dropped again for the 2020-2021 School year. **Root Cause:** Only 53% of students met benchmark for 1st grade reading DRA at the end of the 2018-2019 school year. Also, only 55% of students met benchmark for reading DRA in second grade at the end of the 2018-2019 school year.

School Culture and Climate

School Culture and Climate Summary

Based upon district data analysis, STAAR data, campus data and outcomes generated through staff collaborative meetings and discussion groups, the following are identified as priority areas:

- Attendance for students
- Improve Tier 1 Instruction and Intervention

The campus' studenta attendance rate for the 2021-2022 school year was 94.59%

The campus' student attendance rate for the 2019-2020 school year was 97.6%.

The campus' student attendance rate for the 2018-2019 school year was 96.5%.

School Culture and Climate Strengths

- Attendance incentives are provided for students. We also recognize attendance at the end of each 9 weeks, and end of the year (perfect attendance).
- Staff attendance incentives are provided. We also recognize staff attendance at the end of the year.
- All meetings (faculty, core, team leader) start with celebrations.
- Birthday Recognitions of students and teachers.
- Character Cafe for student recognition.
- The campus Positive Behavior Interventions and Supports Team created a student reward system implemented on campus. Colt Cash is given daily and can be spent in Colt Store. The committee also created campus expectations for all areas of the campus.
- Employees of the week and Student and Teacher of the month recognition.
- A weekly newsletter is sent for all teachers and staff.
- A monthly newsletter is sent to parents and posted on our website.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Building a school culture in the middle of the 2020 Covid 19 Pandemic may be challenging. **Root Cause:** Activities for students, teachers, and parents held usually at our school might be cancelled or changed to video call.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Qualified teachers are the number one variable for students success. One of the areas that needs support for our teachers is to continue staff development. To support our teachers in their growth and success with students it is recommended to coninue Professional Development and provide support for teachers. Also incresing our staff rewards, incentives, and/or recognition.

Staff Quality, Recruitment, and Retention Strengths

Staff is provided opportunities to participate in timely and appropriate district professional development throughout the school year. As an additional benefit, out-of-district staff members are eligible to apply for inter-district transfers for their children to attend school in SISD.

 A strong mentoring program has been implemented at Carroll Elementary to ensure the needs of our new teachers are met. Guidance and assistance are consistently provided by the administrative team.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Continue to hire highly qualified staff keep supporting our teachers with professional development, rewards, recognition, and mentor program.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers attend weekly planning with instructional coaches and teams plan together. Weekly PLCs are held on campus at the beginning of the school day.

Additionally, teachers are expected to clearly write and discuss learning objectives prior to beginning a new lesson. District snaps shots are given following each unit and benchmark assessments are given quarterly. After each curriculum-based assessment, campus CISs and administration meets with grade-level teams to disaggregate data, analyzing: strengths, weaknesses, and trends. Students who exhibit ongoing struggles are placed in intervention groups according to their needs.

Carroll Elementary has one principal, an assistant principal, and a school counselor. Campus instructional coaches, interventionists, and special education program specialists are all available support staff on campus. Teachers plan weekly with instructional coaches. Professional Learning Communities take place on campus every week for all teachers. Teachers are evaluated annually using T-TESS appraisal system. With T-TESS, teachers participate in goal setting and post conferences about the evaluation process. Staff members are able to participate on various committees such as the Site Based Decision Making Committee, PBIS, etc. Staff members can participate as administrative interns and sponsor extracurricular activities. Extracurricular activities on campus include CE Cheer, Student Council, Running Club, Art Club, Honor Choir, and Gadget Girls. Other incentives on campus for staff include attendance awards every nine weeks, jean passes, and acknowledgments throughout the school year.

Carroll Elementary addresses the needs of students through curriculum programs, based on areas of need. Students monitor their own academic progress through the use of data binders and data trackers.

Reading:

- Planning PD for teachers in 1st and 2nd grades with the CIS.
- Planning PD for teachers in 3rd-5th grades with CIS.
- Spanish Phonics for 1-2 using Esperanza
- Developing common assessments for 1-5th grade
- Balanced literacy
- Istation Reading
- Education Galaxy

Math:

- Planning with District specialist and/or CIS for 1-2 "Planning with the End in Mind"
- Developing common assessments for 1-5th grade
- Guided Math
- Istation Math
- Education Galaxy

Science:

- Opening of the science lab with schedules for rotations
- Using Stemscopes Lessons
- Goalbook Project-Based Learning Lessons
- Education Galaxy

Carroll Elementary implements technology in the following areas:

- Science instruction chrome books for science stations
- Genius Hour
- Saddle time for intervention
- Students have access to ipads, chromebooks, projectors, and touchscreens (in STEM labs).

During the 2020-2021 school year the campus implemented an Innovation (Science Technology Engineering and Math focus) Lab on campus.

Curriculum, Instruction, and Assessment Strengths

Saddle time

Guided Math

Guided Reading

Tutoring as needed

Teacher/Coaches develop formative assessments

Teachers, Coaches, and Administrators plan togheter

- Staff is provided opportunities to participate in timely and appropriate professional development throughout the school year.
- The district provides substitutes so teachers can be released during normal school hours, if needed.
- As an additional benefit, out-of-district staff members are eligible to apply for inter-district transfers for their children to attend school in SISD.
- A mentoring program has been implemented at Carroll Elementary to ensure the needs of our first year teachers are met. Guidance and assistance are consistently provided by the administrative team.
- Staff members with master's degrees are able to participate in internship on campus.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Some teachers are having trouble with the delivery of instruction in different areas. **Root Cause:** Teachers new to Sheldon still learning the way to implement curriculum in the classroom.

Parent and Community Engagement

Parent and Community Engagement Summary

Parents and the community are involved with the school through the Parent Teacher Organization, as well as, the Site Based Decision Making Committee. Sign-in sheets are present at each meeting. The site-based decision-making committee is comprised of campus administrators, teachers, parents of students, a business representative, and community members. Carroll values the support and feedback of our parents and community.

All school information is printed and distributed in English as well as Spanish to accommodate the 74% Hispanic population. Messages are also posted on the marquee in front of the school. A monthly newsletter is distributed with a school activity calendar. Carroll Elementary communicates via Remind101, Facebook, Twitter, flyers, school messenger, and parent emails. An additional functionality of Skyward is that parents have 24-hour access to grades, attendance, and discipline records-Family Access.

Parent and Community Engagement Strengths

To establish strong parent involvement activities at Carroll Elementary in grades 1-5, district and school staff will involve parents in appropriate training for service in voluntary instructional and support roles at school. Parents will be invited to become active participants in their child's learning at every grade level, including membership in a variety of organizations. This goal will be accomplished through these activities and/or services if possible during COVID-19 pandemic:

- Art Students' Participation in Houston Livestock Show
- Dances for students and parents
- GT Program and GT Expo
- County Health Fairs
- Dyslexia Parent Meetings
- Dual Language Parent Meetings
- Elementary UIL Events
- Family Math and Science Night
- Family Literacy Night
- GT Parent Meetings and Parent Survey
- Holiday Lunches on Campuses
- Book Breakfast for all students
- Lunch/Breakfast With Students
- Meet the Teacher Nights
- Red Ribbon Week Activities
- Student Health Advisory Committee (SHAC)
- Student Council Organizations
- Summer School Programs, Grades K-12
- Title I Parent Meeting and Parent Survey
- District Choral Canvas
- Campus Art & Music exhibits
- Campus Fall Festival
- Campus Hispanic Heritage Celebration
- Campus Field Day events
- Parent/Teacher Conferences
- Careers on Wheels

- GT showcase.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Improve parent engagement and parent- teacher communication **Root Cause:** Communication between classroom teachers and parents to promote school events

School Context and Organization

School Context and Organization Summary

The areas of need are identified and listed in priority order according to District analysis data:

- Instructional materials: Instructional materials check out system including new technology purchased
- Time: Planning and Professional Development meetings
- Structure: Beautification projects

School Context and Organization Strengths

The campus and district use a variety of progress measures to guide instruction throughout the school year: district benchmarks, mock STAAR tests, iStation, Galaxy Education, and DRA. The data from these assessments is disaggregated during PLC meetings for each grade level. This data is used to inform decisions regarded additional intervention or instruction that can occur both before, during, or after school. Common planning time is in place for each grade level.

Teachers' voice can be heard in the decision making process through site based decision making committees, faculty meetings, PBIS meetings, and campus leadership meetings which bring in the voice of all teachers, as well as through staff surveys. Team leader meetings are held monthly. Duty rosters and supervision schedules are created and monitored by administration.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The building walls are in need of retouch. **Root Cause:** The school is ten years old and the walls in the building have not been retouched.

Technology

Technology Summary

Teachers have projectors, document cameras, access to chromebooks and/or ipads for the classrooms, and technology training is provided during staff development. Teachers use technology in their classrooms daily so students can integrate technology daily in learning. The campus also has a computer lab. A Makerspace was funded for the Colt library by DonorsChoose and the district. All students working from home or face-to-face have a school chromebook if needed.

Technology Strengths

- Projectors or interactive TV's
- 1-2 iPads per classroom
- Teacher computer per classroom
- Student chromebooks access for classroom and from home
- Document camera in every classroom
- Audio voice enhancement per teacher
- All students cycle through computer lab weekly
- Teacher training for technology

Problem Statements Identifying Technology Needs

Problem Statement 1: Students need to be on 1:1 Devices availability **Root Cause:** Coronavirus Pandemic brought the need to have Chromebooks for all students in the campus

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- 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
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

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

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Carroll Elementary will maximize student learning for all.

Performance Goal: By June 2023, Carroll Elementary will increase the overall STAAR component score from 47 to 53 by increasing the number of students who achieve approaches, meets, and masters.

Performance Objective 1: A. By June 2023, the student achievement score for all students taking STAAR exams will increase from a 48 to a 53 component score.

The percentage of approaches will increase from 72% in 2022 to 80% in 2023.
The percentage of meets will increase to from 43% to 50%.
The percentage of masters will increase from 26% to 30%.

    Evaluation Data Sources: 2023 STAAR assessment data and TAPR report

Strategy 1 Details			Reviews			
Strategy 1: Comprehensive Support Strategy Targeted Support Strategy			**Formative**			**Summative**
1) Implement Objective-driven formative assessments to progress monitoring and track student data and growth using Guided Reading, Running records, mClass, and teacher/CIS created assessments in all grade levels. (Periodically scheduled through September 2022- May 2023)			**Nov**	**Jan**	**Mar**	**June**

(September 2022- February 2023)
 	
    Strategy's Expected Result/Impact: By the end of the 1st quarter we will review DCA data and expected results should be an increase of 5 percentage.
    Staff Responsible for Monitoring: Teachers
Math/ELA Instructional coaches
Principal
Assistant Principal
 	
    TEA Priorities:
Build a foundation of reading and math
    Funding Sources: - 211-Title I - $2,500						

Strategy 2 Details	Reviews			
Strategy 2: Data-driven instruction will be provided in the form of tutoring during school, after school and/ or summer school for 3-5 in order to meet minimum expectations on STAAR Math, Reading, and Science.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

(January 2023 - March 2023)
 	
    Strategy's Expected Result/Impact: Campus and district based assessments will be used as monitoring tool
 	
    Attendance Sign In Sheets and STAAR passing
percentages
    Staff Responsible for Monitoring: Math/ELA instructional coach
Assistant Principal
Principal
 	
    TEA Priorities:
Build a foundation of reading and math
 - **Additional Targeted Support Strategy**
    Funding Sources: - 199-State Comp. Ed. - $2,500				

Strategy 3 Details	Reviews			
Strategy 3: Utilize a variety of research-based instructional resources (STEM) and strategies (Balanced Literacy, Lead4ward, DRA, stem scopes, Education Galaxy, AVID, Learning A-Z, electronic data walls, and intervention strategies) to maximize learning. Including technology integration and use of by students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

(August 2022- October 2022, December 2022, February 2023, April 2023, and June 2023)
 	
    Strategy's Expected Result/Impact: Classroom Observation, T-Tess data, assessment data, AVID walkthroughs, TTM Data
    Staff Responsible for Monitoring: Campus Administration
Instructional Coaches
 	
    TEA Priorities:
Build a foundation of reading and math				

Strategy 4 Details	Reviews			
Strategy 4: Provide a variety of testing materials to make the STAAR experience smooth for all students including but not limited to printed materials, paper copies, books, Think Big Learning, and other resources. (August 2022- October 2022, December 2022, February 2023, April 2023, and June 2023)	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Classroom Observations during STAAR testing **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				
0% No Progress 100% Accomplished Continue/Modify ✖ Discontinue				

Goal 1: Carroll Elementary will maximize student learning for all.

Performance Goal: By June 2023, Carroll Elementary will increase the overall STAAR component score from 47 to 53 by increasing the number of students who achieve approaches, meets, and masters.

Performance Objective 2: A. By June 2023, the student component score for all students taking the STAAR Reading will increase 3 points, from 53 in 2022 to 56 in 2023.

The percentage of approaches will increase from 77% in 2022 to 80%.
The percentage of meets will increase from 51% to 55%.
The percentage of masters will increase from 31% to 33%.

Evaluation Data Sources: 2022 STAAR Reading scores and TEA TAPR report

Strategy 1 Details	Reviews			
Strategy 1: Increase availability of reading materials in the classrooms and students' homes, including books, balanced literacy materials, and tutoring materials like Forde-Ferrer, Motivation Reading, etc.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
(October 2022-June 2023)　　**Strategy's Expected Result/Impact:** Additional materials to use in classrooms to increase student achievement on DCAs and STAAR.　　**Staff Responsible for Monitoring:** ELA Instructional Coaches　Principal				
Strategy 2 Details	Reviews			
Strategy 2: Provide interventions for Reading Language Arts low performing students through tutoring throughout the day and after school.	**Formative**			**Summative**
(October 2022-June 2023)	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase achievement in RLA.　　**Staff Responsible for Monitoring:** ELA Instructional Coaches　Principal				
0% No Progress　　　100% Accomplished　　　➡ Continue/Modify　　　✗ Discontinue				

Goal 1: Carroll Elementary will maximize student learning for all.

Performance Goal: By June 2023, Carroll Elementary will increase the overall STAAR component score from 47 to 53 by increasing the number of students who achieve approaches, meets, and masters.

Performance Objective 3: A. By June 2023, the student component score for all students taking the STAAR Math will increase 9 points from 42 in 2022 to 51 in 2023.

The percentage of approaches will increase from 68% in 2022 to 79% in 2023.
The percentage of meets will increase from 37% to 47%.
The percentage of masters will increase from 22% to 27%.

Evaluation Data Sources: 2023 Math STAAR Math scores and TEA TAPR report

Strategy 1 Details	Reviews			
Strategy 1: 2) Provide Math intervention, small group instruction and tutorials (during school and after school) to target African American, ELL and SpEd student groups (and other identified struggling students, especially those identified as at-risk). (February 2023, April 2023) 　　**Strategy's Expected Result/Impact:** Intervention tracking system, common formative assessments, DCAs, interim assessments, RTI Meetings 　　**Staff Responsible for Monitoring:** Intervention Team Campus Administration Instructional Coaches After School Program Coordinator 　　**TEA Priorities:** Build a foundation of reading and math 　　**Funding Sources:** - 199-General funds - $700	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide math fact support through Xtra Math to use during school and after school	Formative			Summative
	Nov	Jan	Mar	June
(August 2022, April 2023)				
Strategy's Expected Result/Impact: Xtra Math tracking system **Staff Responsible for Monitoring:** Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - 199-General funds - $500				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Carroll Elementary will maximize student learning for all.

Performance Goal: By June 2023, Carroll Elementary will increase the overall STAAR component score from 47 to 53 by increasing the number of students who achieve approaches, meets, and masters.

Performance Objective 4: By June 2023, the student component score for all students taking the STAAR science will increase 3 from 48 in 2022 to 51 in 2023.

The percentage of students at approaches will increase from from 70% in 2022 to 80% in 2023.
The percentage of students at meets will increase from 46% to 46%.
The percentage of students at masters will increase from 27% to 27%.

Evaluation Data Sources: 2023 STAAR Science summary and end of year district science assessment data will be disaggregated to identify areas of strengths and needs.

Strategy 1 Details	Reviews			
Strategy 1: Selected fifth grade science economically disadvantaged students will participate in the Texas Starbase program to facilitate exploration in hands-on STEM activities at Ellington Field.	Formative			Summative
	Nov	Jan	Mar	June
(April 2022- May 2023) **Strategy's Expected Result/Impact:** Increased achievement on campus CFAs and district DCAs. **Staff Responsible for Monitoring:** Science teacher Math/Science Instructional Coach **Funding Sources:** - 199-General funds - $400				

Strategy 2 Details	Reviews			
Strategy 2: The campus will provide hands on STEM experiences using manipulatives and materials to help anchor students' knowledge of science and STEM concepts.	Formative			Summative
	Nov	Jan	Mar	June
(August 2022- June 2023) **Strategy's Expected Result/Impact:** Weekly lesson plans, classroom observations and walkthroughs, increased student achievement on DCAs, MOCK STAAR, and STAAR scores **Staff Responsible for Monitoring:** Math/Science Instructional Coach **Funding Sources:** - 211-Title I - $250, - 199-General funds - $850				

Strategy 3 Details		Reviews			
Strategy 3: Embedded professional development in science and STEM will be provided to teachers.		Formative			Summative
(October 2022, January 2023, March 2023)		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Walkthroughs, weekly lesson plans, DCAs, MOCK STAAR, and STAAR scores **Staff Responsible for Monitoring:** Math/Science interventionist Principal Director of Innovative Programs					

Strategy 4 Details		Reviews			
Strategy 4: The campus will provide technology opportunities to students in all areas including Activity areas like such as PE, STEM, Music, etc. Students will have access to Chromebooks, headphones with microphones, touchscreen tv, projectors, as needed for the 2022-2023 school year.		Formative			Summative
		Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Integration of technology in different areas on campus **Staff Responsible for Monitoring:** Principal Director of Innovative Programs					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Carroll Elementary will maximize student learning for all.

Performance Goal: By June 2023, Carroll Elementary will increase the overall STAAR component score from 47 to 53 by increasing the number of students who achieve approaches, meets, and masters.

Performance Objective 5: Carroll Elementary will increase student attendance from 94.9% to 97%.

    Evaluation Data Sources: Average Weekly Attendance reports for the 2022-2023 school year.

Strategy 1 Details		Reviews		
Strategy 1: Reward students with perfect attendance by giving attendance incentives (award) each week, each nine weeks and/or EOY through PBIS incentive program		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**

(September 2022- June 2023)
    Strategy's Expected Result/Impact: Increased attendance as measured by attendance records, daily logs, excused files and records. School attendance rate will be at 98%
    Staff Responsible for Monitoring: Student attendance report broken down each week and each nine weeks period
 	
    Funding Sources: - 199-General funds - $400					

0% No Progress	100% Accomplished	Continue/Modify	✖ Discontinue	

Goal 2: Carroll will attract, develop and retain highly effective staff.

Performance Objective 1: Carroll Elementary classrooms are taught by a highly effective educator, as monitored by district teacher monthly evaluation.

    Evaluation Data Sources: The campus will maintain highly effective teacher status and maintain teacher retention.

Strategy 1 Details	Reviews			
Strategy 1: Establish and maintain a teacher mentor program for new teachers.	**Formative**			**Summative**
(August 2022- October 2022, December 2022, February 2023, April 2023, and June 2023)	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Ongoing mentor training as documented by mentor logs and meetings. Campus will have 100% of its teachers meet HQ standards and increase retention of teachers. **Staff Responsible for Monitoring:** Coordinator of Compliance and Grants				

Strategy 2 Details	Reviews			
Strategy 2: Implement teacher survey soliciting information about what motivates the faculty and staff.	**Formative**			**Summative**
(April - May 2023)	**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Surveys completed and documented on faculty meeting agenda. Campus will have 60% of its teachers complete survey. Decrease in campus teacher turn-over rate. **Staff Responsible for Monitoring:** Climate committee				

Strategy 3 Details	Reviews			
Strategy 3: Establish Social Committee to focus on campus Celebrations, campus outings, Holiday party, Teacher Appreciation Week, 12 days of Christmas, etc.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

(August 2022- October 2022, December 2022, February 2023, April 2023, and June 2023)
     Strategy's Expected Result/Impact: Monthly morale boosters documented on faculty meeting agendas. Decrease in campus teacher turn-over rate.
     Staff Responsible for Monitoring: Climate Committee				

Strategy 4 Details	Reviews			
Strategy 4: Provide specific training for the After School Program Site Coordinator by attending local, state, and national conferences, in district training, and other training resources as required or deemed necessary. (August 2022, October 2022, December 2022, January 2023, February 2023, and June 2023)	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Formative: * Professional development implementation activities * Principal walkthroughs * Staff Mid-Year Evaluations Summative: * Youth Program Quality Assessment Data * Staff End of Year Evaluations **Staff Responsible for Monitoring:** Principal, After School Program Partnership Site Coordinator, and Director of Grant Development & Compliance **Funding Sources:** Professional Development - $1,500				

Strategy 5 Details	Reviews			
Strategy 5: Provide Solution Tree conference staff development to a team to bring back to campus and share with the rest of the staff. October 2022, January 2023	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: All Carroll Teachers **Staff Responsible for Monitoring:** Principal, AP. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Carroll will attract, develop and retain highly effective staff.

Performance Objective 2: By May 2023, one hundred percent (100%) of staff evaluated using the Texas Teacher Evaluation and Support System (T-TESS) will receive initial training and support.

    Evaluation Data Sources: Carroll Elementary administrators will conduct walkthroughs and observations throughout the 2022-2023 school year. Staff summative conferences will be evaluated for continued professional development.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will identify areas of professional growth as established by goal setting conferences and personalized professional development plans.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

(September 2022, January 2023, May 2023)
     Strategy's Expected Result/Impact: Goal Setting form, Observations and Walkthroughs, Summative conference
     Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Carroll will attract, develop and retain highly effective staff.

Performance Objective 3: By July 2023, an increase of staff will be AVID trained from 50% to 60%, as documented by AVID summer institute training certification.

Evaluation Data Sources: AVID training certification
AVID site plan

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with AVID training to focus on skills for building a college readiness program and culture with a focus on growing writing, critical thinking, teamwork, organization, and reading skills of students. (July 2022)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Completion of AVID Site Plan **Staff Responsible for Monitoring:** Principal **Funding Sources:** AVID Summer Institute - 199-State Comp. Ed. - $11,000, AVID Yearly Certification - 211-Title I - $2,500	**Nov**	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 3: Carroll Elementary will promote parent and community engagement.

Performance Objective 1: By June 2023, promote parental volunteer and home-school communication will increase.

    Evaluation Data Sources: Increase parental and community engagement support of Carroll Elementary as measured by attendance at school events, parent communication, and volunteer hours. Documentation of survey results will also be used for data disaggregation.

Strategy 1 Details	Reviews			
Strategy 1: Provide a variety of activities to encourage parent and community engagement.	**Formative**			**Summative**
a. Title 1/Open House	**Nov**	**Jan**	**Mar**	**June**
b. AVID and Literacy Night				

c. Math and STEM Night
 d. Book Breakfast
 e. Training for parents
 f. Supplemental opportunities for parents of EL students
 g. Kindergarten and 5th grade transition events to be supported by parents. (Plan included in Title I crate)
 	
 (August 2022- May 2023)
 	
     Strategy's Expected Result/Impact: Parent involvement surveys;
     Increased parental participation as measured by attendance at campus events.
     Student participation
     Staff Responsible for Monitoring: Principal, School Counselor,
     ELA/Math Instructional Coach
 	
     Funding Sources: Supplies and Materials - 211-Title I - $500, Refreshments - 211-Title I - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Continue to conduct Parent Involvement Workshops in English and Spanish - Parent University Series.	**Formative**			**Summative**
(September 2022, November 2023, April 2023)	**Nov**	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Parent involvement surveys and sign in sheets,
     Increased parental involvement as measured by attendance at campus events
     Staff Responsible for Monitoring: School Counselor
 	
     Funding Sources: Refreshments - 211-Title I - $500				

Strategy 3 Details		Reviews			

Strategy 3: The after school program will invite parents to participate in activities. Parents will also be invited to participate in our Parent/Community Advisory board meetings held once per quarter.
 	
(October 2022, January 2023, March 2023)
    Strategy's Expected Result/Impact: Parent participation
    Staff Responsible for Monitoring: After School Partnership Project Coordinator
 	
    Funding Sources: - 185 Partnership After-School Program (Fee-Based) - $400
		Formative			Summative

		Nov	Jan	Mar	June

Strategy 4 Details		Reviews			

Strategy 4: The after school program will provide monthly parent education activities on
a variety of topics. All communication will be in Spanish and English. (August 2022- October 2022, December 2022, February 2023, April 2023, and June 2023)
    Strategy's Expected Result/Impact: Parent participation
    Staff Responsible for Monitoring: After School Partnership Project Coordinator
 	
    Funding Sources: - 185 Partnership After-School Program (Fee-Based) - $500
		Formative			Summative

		Nov	Jan	Mar	June

Strategy 5 Details		Reviews			

Strategy 5: Provide parents with ways of communication including Newsletter, and student activity calendar and daily planner in both English and Spanish, home-school folders, including training on access to these materials (September 2022- June 2023)
    Strategy's Expected Result/Impact: Parent survey
    Staff Responsible for Monitoring: Counselor
Principal
		Formative			Summative

		Nov	Jan	Mar	June

Strategy 6 Details		Reviews			

Strategy 6: Provide our parents and students with a book and strategies to support students' reading levels during Summer Break.
    Strategy's Expected Result/Impact: Students will practice reading with parents during the summer.
    Staff Responsible for Monitoring: Principal / Librarian
		Formative			Summative

		Nov	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 4: Carroll Elementary will ensure a safe and positive environment for all students.

Performance Objective 1: Carroll will provide students and staff with a safe and positive environment.

  Evaluation Data Sources: End of the year student climate survey

Strategy 1 Details	Reviews			
Strategy 1: Implement a college-theme for the campus exposing the scholars to postsecondary opportunities.	**Formative**			**Summative**

- Career Pictures
- College and Career Week
- Careers on Wheels
- College Day (every Wednesday)
 	
(September 2022- June 2023)
 	
  Strategy's Expected Result/Impact: College pennants displayed. College of the Week announcements, Students wearing college t-shirts every Wednesday.
Increased student awareness of postsecondary
opportunities.
 	
  Staff Responsible for Monitoring: Campus Administration
AVID site coordinator
School counselor
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Increase student motivation by providing supplemental programs and a reward system through PBIS throughout	**Formative**			**Summative**

the school day.
100th Day Celebration
Hispanic Heritage Month
Black History Month
CE News Team
End of the year awards assembly
Spelling Bee
Colt Cash Reward system program
Other
(August 2022 - June 2023)
 	
  Strategy's Expected Result/Impact: 90% of planned events are held.
 	
  Staff Responsible for Monitoring: Campus Administration, Rep Council, climate Committee, Student Motivation
Committee, Librarian
	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: The after school program will encourage self expression and creativity with our Arts and Crafts class in which students will complete seasonal and other creative projects throughout the year. (August 2022-June 2023) **Strategy's Expected Result/Impact:** Student participation and completion of projects. **Staff Responsible for Monitoring:** After School Program Coordinator **Funding Sources:** Supplies and materials	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Offer an After School Program that will provide academic assistance in reading, mathematics, science, social studies, and college and career readiness. (August 2022- June 2023)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Formative: * Student attendance in the After School Program * Student participation in intervention programs * Parent participation in parent workshops Summative: * Student participation & attendance * Parent participation goal achieved **Staff Responsible for Monitoring:** After school Program Team Leader, Partnership Site Coordinator, Principal, and Director of Grant Development and Compliance **Funding Sources:** Professional development - $250, Supplies and materials - $300, Extra duty pay for tutorials - 199-State Comp. Ed. - $2,000				

Strategy 5 Details	Reviews			
Strategy 5: Implement a process to provide extra-curricular opportunities for students	**Formative**			**Summative**
a. Young Illustrators b. Gadget Girls	**Nov**	**Jan**	**Mar**	**June**

c. CE cheer
d. Boy Scouts
e. Student Council
f. C-STEM
g. Afterschool program
h. Honor Choir
i. Art Club
j. Academic UIL
k. STEM Ambassadors
l. Summer School
 	
(September 2022-June 2023)
 	
    Strategy's Expected Result/Impact: Honor Choir Programs and Art Club Exhibitions.
    Participation in the district annual Choral Canvas.
    Participation in district and out of district competitions.
 	
    Staff Responsible for Monitoring: Club sponsors
    Afterschool coordinator
    Assistant Principal
 	
    Funding Sources: - 199-General funds - $500				

Strategy 6 Details	Reviews			
Strategy 6: Implement Safety plans and dismissal strategies for all students. Including ID badges, Kevin Aycock Safe Dismissal monitoring system.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

(August 2022-June 2023)
    Strategy's Expected Result/Impact: 100% of students will be safe while in the building and during dismissal.
    Staff Responsible for Monitoring: Teachers, CISs, Assistant Principal and Principal
 	
    ESF Levers:
    Lever 3: Positive School Culture				

Strategy 7 Details	Reviews			

Strategy 7: Carroll Elementary will work with ECAs and Middle Schools to facilitate transition visits for Kindergarten and 5th grade students.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Support our students success in the Middle Schools. Support our new to Carroll students to be successful in our campus. **Staff Responsible for Monitoring:** Tara Jennings, Amanda Chacon, Solmaria Benavides **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - **Additional Targeted Support Strategy**				

Strategy 8 Details	Reviews			

Strategy 8: Offer an After School program that provides academic assistance for at-risk students as well as enrichment activities aligned to the performing and visual arts that promote the well-rounded learner by connecting learning in the arts to the learning in the core subject classrooms. (October 2022, January 2023, March 2023, May 2023)	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: * Student attendance in the After School Program * Student participation in programs * Parent participation **Staff Responsible for Monitoring:** Afterschool coordinator Assistant Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: Carroll Elementary will provide financial accountability.

Performance Objective 1: By June 2023, Carroll Elementary will implement effective allocation of financial resources 100% of the time to meet campus needs.

    Evaluation Data Sources: The campus will establish effective processes and systems that support the district financial allocation process.

Strategy 1 Details			Reviews		
Strategy 1: The campus will implement a balanced budget.			**Formative**		**Summative**
(August 2022- July 2023)		**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All budget expenditures will be tied to campus improvement plan. **Staff Responsible for Monitoring:** Principal					
Strategy 2 Details			Reviews		
Strategy 2: The campus secretary will attend district financial training.			**Formative**		**Summative**
(August 2022- September 2023)		**Nov**	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Financial requisitions will reflect required documentation for purchases based on district requirements. **Staff Responsible for Monitoring:** Principal					

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Campus Funding Summary

			199-General funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$700.00
1	3	2			$500.00
1	4	1			$400.00
1	4	2			$850.00
1	5	1			$400.00
4	1	5			$500.00
				Sub-Total	$3,350.00
			199-State Comp. Ed.		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$2,500.00
2	3	1	AVID Summer Institute		$11,000.00
4	1	4	Extra duty pay for tutorials		$2,000.00
				Sub-Total	$15,500.00
			211-Title I		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$2,500.00
1	4	2			$250.00
2	3	1	AVID Yearly Certification		$2,500.00
3	1	1	Supplies and Materials		$500.00
3	1	1	Refreshments		$1,000.00
3	1	2	Refreshments		$500.00
				Sub-Total	$7,250.00
			185 Partnership After-School Program (Fee-Based)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3			$400.00
3	1	4			$500.00
				Sub-Total	$900.00