Sheldon Independent School District

H. M. Carroll Elementary

2024-2025 Campus Improvement Plan

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

CARROLL ELEMENTARY

Campus Improvement Plan

"Nurturing the Heart… Educating The Mind"

10210 C.E. King Parkway

Houston, TX 77044

Date Approved: _____

Campus Leadership Team

Name	Role
Dr. Veronica Garza	Principal
Christopher Carter	Assistant Principal
Vanessa Cerrato	1-3 RLA CIS
Elizabeth Ortega	3-5 RLA CIS
Letitia Tate	1-3 Math CIS
Rebecca Guidry	3-5 Math CIS

CNA Team Members

Name	Role
Dr. Veronica Garza	Campus Principal
Christopher Carter	Other School Leader
Elizabeth Ortega	Other School Leader
Vanessa Cerrato	Other School Leader
Blanca Alvarez	Other School Leader
Rebecca Guidry	Other School Leader
Dornisha Shead	Other School Leader
Hillary Kern	Other School Leader
Mayvia Varner	Other School Leader
Amanda Chacon	Other School Leader
Stephanie Reyes	Teacher
Troylyn Teal	Teacher
Renita Toney	Teacher
Shanice Green	Teacher
Mia Cook	Teacher
Chimere Petteway	Teacher
Manuel Gonzalez	Teacher
Christina Gonzalez	Parent
Paloma Cortez	Parent
Mrs. Perez	Community Partner
Mrs. LeBlanc	Community Partner
Sharita Mayo	Paraprofessional
Michelle Diaz	Paraprofessional
Rachelle Ysquierdo	District Representative
Tacarra Williams	Title I Expert

CIP Team Members (SBDM Committee)

Name	Role
Dr. Veronica Garza	Principal
Christopher Carter	Assistant Principal
Stephanie Reyes	1st Grade Teacher
Shanice Green	2nd Grade Teacher
Renita Toney	3rd Grade Teacher
Chimere Petteway	4th Grade Teacher
Manuel Gonzalez	5th Grade Teacher
Troylyn Teal	SPED Teacher
Mia Cook	P.E. Coach
Amanda Chacon	Librarian
Velia Gonzales	Office/Paraprofessional
Tara Jennings	PTO
Arissa Hayden	Parent
Rachelle Ysquierdo	District Mentor
Tacarra Williams	Title 1 Expert

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Vision

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Comprehensive Needs Assessment

2024 - 2025

Carroll Elementary is a campus in Sheldon ISD, and it opened its doors in 2008. CE is projected to serve 580 students in grades 1st – 5th grade during the 2024-2025 school year, which is a decrease from the previous year of 604. The campus is an elementary school. 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. Our vision is to bring unity to our community by collaborating with families, staff, and students while promoting lifelong learners to become productive pillars in our society.

Comprehensive Needs Assessment Process

Carroll Elementary's needs assessment process is described below. The campus leadership team evaluated the following data (for the last three years):

- STAAR
- Attendance
- Discipline
- Staff Quality
- Homeless Students
- Economically Disadvantaged
- EBs
- Parent Participation
- Special Student Populations – 504, Special Education, GT
- Staff Development
- Standardized Tests
- Surveys and Interviews of Students/Staff/Parents
- Teacher Turnover Rates
- RTI
- Testing/Bell Schedule & Master Schedule
- Technology Inventory

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on May 29, 2024, and again on May 30th to develop the CNA. The meetings were held in the campus library starting at 12:30 p.m. on both dates. We plan to meet again on September 15, 2024, January 15, 2025, and April 15, 2025 to review and revise the CNA as needed.

At the first meeting on May 29th, Principal Garza began the meeting with introductions. Then, Dr. Garza shared with the group the team expectations, as the CNA team members were expected to work in groups to discuss the eight areas for data analysis. A slideshow was presented to discuss the purpose of these meetings and the team members that were assigned to each area. Furthermore, several handouts were linked to the slideshow for attendees to review as they held discussions during the meeting and identified strengths and problems from the 2023-2024 school year. Dr. Garza then thanked everyone for their participation and reminded everyone of the second CNA meeting on May 30, 2024.

At the second meeting on May 30th
prioritized the information into strengths and problems. The team acknowledged the strengths from 2023-2024, but focused most of the meeting on the problems that were identified from the data. Next Dr. Garza lead the team in prioritizing the problems. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year, and a Root Cause Analysis was completed on the top three problems.

The Campus Leadership Team reviewed the data listed above to identify areas of strengths and problems.

Demographics:	**Strengths:** • **School numbers aligned with classrooms and teachers** • **Community is still growing leading to consistent enrollment and diversity among students.** • **Students can learn from other students with different ethnicities, which is reflective of real-world experience** • **Specialty programs to meet the needs of diverse students** • **The growth of community continues to bring in diversity among students and families** • **Programs available such as life skills, B.E.S.T., inclusion, resource, and Dual Language programs to support students.**
	Problems: • **Campus staff does not reflect current student demographics.** • **We have a large number of 1-5 years of experienced teachers and not veteran teachers.** • **Provide support for teachers that are above the 5-year mark.** **Attendance deficiencies across all grade levels**
Student Achievement:	**Strengths**: • Reading 5th Grade, Interim Scores 64 - A (91) • We met our goal in Masters for Interim Assessments in both subjects; we're close to meeting the Meets goal (3%).
	Problems: • Ninety one percent of 1st grade students are reading below grade level. • 73% of 2nd grade students are reading below grade level.

Demographics:	**Strengths:** • **School numbers aligned with classrooms and teachers** • **Community is still growing leading to consistent enrollment and diversity among students.** • **Students can learn from other students with different ethnicities, which is reflective of real-world experience** • **Specialty programs to meet the needs of diverse students** • **The growth of community continues to bring in diversity among students and families** • **Programs available such as life skills, B.E.S.T., inclusion, resource, and Dual Language programs to support students.**
	Problems: • **Campus staff does not reflect current student demographics.** • **We have a large number of 1-5 years of experienced teachers and not veteran teachers.** • **Provide support for teachers that are above the 5-year mark.** **Attendance deficiencies across all grade levels**
Family and Community Involvement:	**Strengths:** • Parents and Community are willing to help. • Parents are very resourceful.
	Problems: • Provide more tutorials for parents to learn about ParentSquare • More forms of parent communication: Teacher, School, Social Media, Letters • Did not provide many opportunities for parent involvement • Parents need to be informed in a timely manner.

Demographics:	**Strengths:** • **School numbers aligned with classrooms and teachers** • **Community is still growing leading to consistent enrollment and diversity among students.** • **Students can learn from other students with different ethnicities, which is reflective of real-world experience** • **Specialty programs to meet the needs of diverse students** • **The growth of community continues to bring in diversity among students and families** • **Programs available such as life skills, B.E.S.T., inclusion, resource, and Dual Language programs to support students.**
	Problems: • **Campus staff does not reflect current student demographics.** • **We have a large number of 1-5 years of experienced teachers and not veteran teachers.** • **Provide support for teachers that are above the 5-year mark.** **Attendance deficiencies across all grade levels**
Curriculum, Instruction, and Assessment:	**Strengths:** • Teachers have the opportunity and time built in the master calendar to collaborate with instructional specialist during professional learning community (PLC) meetings and planning meetings once per week. • Carroll Elementary purchases a fact fluency program, Xtramath, for grades 1st-5th that provides a structured daily routine to practice addition, subtraction, multiplication and division math facts. There are incentives per semester for students who complete at least one of the math fact programs. • Teachers are provided a variety of instructional resources to support Tier-1 instruction and small group instruction. The resources include math manipulatives, guided reading books, and class library books. • Assessment data is tracked, and individual student progress is monitored. Teachers conduct goal setting conferences with students to make a goal for growth.

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	Strengths: • Deliver small group instruction, guided reading and guided math, consistently and with fidelity in all classrooms to support students in their level and differentiate instruction. • Reading TRC data in the lower grades, 1st & 2nd, shows that students are struggling with reading. In 1st grade English, 9% of students are reading on grade level or above and 91% are below or well below. In 1st grade Spanish, 11% of students are on or above grade level and 89% are below or well below. In 2nd grade English, 27% of students are on or above grade level and 73% are below or well below grade level. In 2nd grade Spanish, 22% are on or above grade level and 78% are below or well below grade level. • The 3rd-5th interim assessment data shows that math is an area of concern in all 3rd, 4th, and 5th grade. Specifically, 3rd which only had a percent score of 29 and 4th only had a component score of 26. • Students struggle with problem solving TEKS that involve solving addition, subtraction, multiplication and division problems. The deficiency in reading affects the word problem reading and comprehension in math. • Three way split in 3rd and 4th grade makes it difficult for the staff to fit in guided math and guided reading in their daily schedule consistently and with fidelity.
Staff Quality, Recruitment and Retention:	**Strengths:** • The number of AA students align with the percentage of AA staff members. • 11% of the staff has been here for 20 or more years. • 48% of the staff feel safe at work
	Problems: • We need more male teachers. • Most of our staff is between 1-5 years of experience. • Comments indicate that teachers feel that discipline continues to be an issue. • Comments indicate a need for the administration to build better relationships with staff.

Demographics:	**Strengths:** • **School numbers aligned with classrooms and teachers** • **Community is still growing leading to consistent enrollment and diversity among students.** • **Students can learn from other students with different ethnicities, which is reflective of real-world experience** • **Specialty programs to meet the needs of diverse students** • **The growth of community continues to bring in diversity among students and families** • **Programs available such as life skills, B.E.S.T., inclusion, resource, and Dual Language programs to support students.**
	Problems: • **Campus staff does not reflect current student demographics.** • **We have a large number of 1-5 years of experienced teachers and not veteran teachers.** • **Provide support for teachers that are above the 5-year mark.** **Attendance deficiencies across all grade levels**
School Culture and Climate:	**Strengths**: • Grade level team support that collaborates continuously • Snack cart provided by Admin • 75% of students feel safe at school • Security measures provided by district
	Problems: • Listening and validating without repercussions • Respect and treat everyone like adults • Sunshine Committee needs to be run by teachers • Student behavior in hallways

Demographics:	**Strengths:** • **School numbers aligned with classrooms and teachers** • **Community is still growing leading to consistent enrollment and diversity among students.** • **Students can learn from other students with different ethnicities, which is reflective of real-world experience** • **Specialty programs to meet the needs of diverse students** • **The growth of community continues to bring in diversity among students and families** • **Programs available such as life skills, B.E.S.T., inclusion, resource, and Dual Language programs to support students.**
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School Organization:	**Strengths:** • Longer Professional Learning Community (PLC) schedule • Well-coordinated arrival and dismissal procedures • Behavior incentives in the lunchroom plan
	Problems: • Rushed transition between lunch periods • Split conference times for activities teachers • Inconsistent enforcement of lunchroom expectations • Gaps in duty coverage and substitute orientation • No parent handbook • No dress code for students or staff • Restroom processes lack structure

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	Problems: • **Campus staff does not reflect current student demographics.** • **We have a large number of 1-5 years of experienced teachers and not veteran teachers.** • **Provide support for teachers that are above the 5-year mark.** **Attendance deficiencies across all grade levels**
Technology:	**Strengths**: • We have a 1:1 device to student ratio (Chromebook) • The amount of extra testing devices on hand is above average • Our technician, Isis, is extremely responsive to any issues that may arise on campus and works well in conjunction with Ms. Chacon and administration. • Teacher training for technology • All students cycle through the computer lab on an activity rotation
	Problems: • The amount of outdated devices outpaces the number of students we have and are projected to have. • There are no procedures in place for students who purposely damage a device. • Due to the lack of consequences for broken devices, the amount of broken devices this year and in years past is inordinately high (*between February and April 2024: 74 devices)*.

Summary/Bridge of Identified Problems

We conducted our root analysis and these were the top three areas that were identified as areas to focus on for improvement for the 2024-2025 school year:

There is an identified problem in the areas of early literacy, math, and science

Another identified problem is in family engagement.

Our third identified problem is in culture and climate.

Three Areas of Focus for Next Year:

1. Student achievement will improve for reading, math, and science

2. Family engagement will improve by providing more opportunities for parents to be involved in their child's education.

3. Culture & Climate at Carroll Elementary will improve to make our campus a place where all feel welcomed, loved, and safe.

Student Achievement

Goal 1: Carroll Elementary will enhance the quality of instructional programs to improve performance and enable students to meet their academic, social/ emotional and future career goals.

Objective: Students will perform 10% greater on the STAAR in reading, math, and science, and 85% of students in 1st and 2nd grade will show at least one year's growth in reading levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Reading Strategy: Literacy Now will provide support to 64 identified 1st-3rd grade students four days a week throughout the year.	RLA CISs	September 2024 – April 2025	Literacy Now	TRC Data
Writing Strategy: Students in 1st-3rd grade will follow the new curriculum as follows: M: Mentor Text/Interactive Read-Aloud T/W: SCR Th/F: ECR	RLA CISs Teachers	August 2024 – May 2025	District Mentor Texts Essential Questions SCR and ECR Prompts	STAAR Data/TRC
Math Strategy: Students in grades 3-5 will invest time in reviewing the STAAR exam questions and take a deep-dive into the TEKS to better prepare for STAAR.	Math CISs Teachers	August 2024 – May 2025	District Curriculum Cambium Lead4Ward	STAAR Data
Science Strategy: Students in grades 3-5 will invest time in reviewing the STAAR exam questions and take a deep-dive into the TEKS to better prepare for STAAR.	Math CISs Science Specialists Teachers	August 2024 – May 2025	District Curriculum Cambium Lead4Ward	STAAR Data

Family and Community Involvement

Goal 2: Carroll Elementary will provide a learning community that is inclusive of parents to strengthen the home school connection.

Performance Objective 2: Increase school communication with parents to increase the number of parents/guardians attending parent meetings by 10%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Parent Conferences will be held twice throughout the school year, with guidance as to what teachers are expected to review with each parent.	Admin CISs Teachers Parents	August 2024 – May 2025	TRC Levels STAAR Results Student Goals Resources for Home	Sign-In Sheets
Parent Surveys will be provided to parents throughout the year on how best to support them with their students' academic progress.	Admin Counselor CISs	August 2024 – May 2025	Google Surveys	Survey Results

School Culture and Climate

Goal 3: Carroll Elementary will provide a consistent classroom environment that have clear expectations for both adults and students that support a self-managing classroom.

Objective: By May 2025, culture and climate staff survey results will increase, and student referrals will decrease.

Activity/Strategy	Person Responsible	Timeline	Resources	Evaluation
CE will implement the House System, led by teachers, and house points will be assigned according to teacher input.	Admin Counselor CISs Teachers	August 2024 – May 2025	RCA House App	Survey Results Student Referrals

Demographics

Demographics Summary

Demographic Overview of Carroll Elementary School

Carroll Elementary School serves as an educational hub within a diverse community, comprising both single-family homes and mobile home communities. As one of six elementary campuses in the district catering to students from first through fifth grade, Carroll Elementary accommodates a total of 603 students.

Student Composition:

The student body at Carroll Elementary School reflects a rich mosaic of cultural backgrounds. Specifically, our demographics are 70% Hispanic, 27% African American, and 3% other ethnicities. Notably, approximately 90% of our students face economic disadvantages, qualifying them for Title I assistance.

Gender Distribution:

Among our student population, a balanced gender distribution is observed, with 48% female and 52% male students enrolled at our institution.

Staff Representation:

Conversely, the gender representation among our teaching staff reveals a significant imbalance. Currently, 86% of our teachers are female, with only 14% being male. This discrepancy underscores an area where focused efforts toward gender equity and diverse representation are warranted.

In light of our commitment to providing a nurturing and inclusive learning environment, we acknowledge the importance of fostering diversity and equity across all facets of our school community. Through proactive measures aimed at addressing disparities and promoting inclusivity, we endeavor to create a supportive environment conducive to the holistic development and academic success of all our students.

Carroll Elementary has a student population of 574 students, grades 1-5. The school is a School-wide Title 1 campus and is composed of the following (2023-2024):

Hispanic	**70%**
White	1.4%
African American	27%
Asian	1%
Male	52%
Female	49%
Economically Disadvantaged	91%
LEP	39%
Special Ed	14%
Gifted and Talented	10%

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

2. Science

3. African American students and EcoDis Students

4. Student Attendance

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 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
2023	574
2024	604

Student Demographics by Ethnicity

(2023-2024)

Ethnicity	Campus
Hispanic	70%
African American	27%
White	1.4%
Asian	1%
Two or More	1%

Student Demographics by Gender (2023-2024)

Gender	Campus
Female	52%
Male	49%

Student Demographics by Special Populations (2023-2024)

Special Population	Campus
Special Education	14%
ELL	39%
Gifted & Talented	10%
Section 504	1%
Economically Disadvantaged	91%

Staff Demographics by Ethnicity (2022-2023 according to TAPR)

Ethnicity	Campus
Hispanic	52%
American Indian	0%
Asian	3%
African American	22%
Native Hawaiian	0%
White	24%
Two or More Races	0%

Staff Demographics by Gender (2022-2023 according to TAPR)

Gender	Campus
Male	14%
Female	86%

Staff Demographics by Years of Experience (2022-2023 according to TAPR)

Years of Experience	Campus
Beginning	8%
1-5 Years	49%
6-10 Years	19%
11-20 Years	14%
Over 20 Years	11%

Demographics Strengths

- School numbers aligned with classrooms and teachers
- Community is still growing leading to consistent enrollment and diversity among students.
- Students can learn from other students with different ethnicities, which is reflective of real world experience
- Specialty programs to meet the needs of diverse students
- The growth of community continues to bring in diversity among students and families
- Programs available such as life skills, B.E.S.T., inclusion, resource, and Dual Language programs to support students.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): STAAR data showed decrease in students achieving expectations in reading, math, and science in specific subpops. **Root Cause:** Training needed to help teachers meet the needs of African American, economically disadvantaged, and EB students.

Problem Statement 2 (Prioritized): Student attendance rates have been stagnant for the past three years, remaining at 94% ADA. **Root Cause:** Students are not motivated to attend school, students are sick or parents don't know the impact missing school has on a students academics.

Problem Statement 3: Provide support for teachers that are above the 5 year mark. **Root Cause:** Teachers between 6-10 years need support due to changing demographics and new issues that arise.

Student Achievement

Student Achievement Summary

Demographic Summary:

The Sheldon Independent School District (ISD) is a fast-growth district located in the Northeast section of the Greater Houston area that serves over 10,000 students. While small compared to surrounding districts, Sheldon ISD is listed as a large district by TEA standards. Our community is a diverse population made up of single-family homes and mobile home communities. Carroll Elementary is a Title I school and one of six elementary campuses that houses the district's first through fifth grade students. We are located in the heart of the district surrounded by the community in which it serves. 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 growth due to the increase in new homes and neighborhoods in the community.

Based on our campus EOY data, we determined that our highest leverage area is 1st and 2nd grade reading. Math 1st and 2nd graders showed growth from MOY to EOY. In addition to having 40% in 5th grade show growth, we have 30% of 5th graders and 39% of 4th graders within 10 points of approaches. We believe that focusing on reading instruction that includes phonics and guided reading will increase performance on all subjects.

	Comp Score	Scaled Score	Rating
Overall			
Student Achievement	40	69	D
School Progress			
Academic Growth			
Relative Performance (Eco. Dis: %)	40	75	C
Closing the Gaps			

Based on STAAR our overall for the 2023-2024 school year. Carrol Elementary's overall rating was C.

Carroll Elementary was rated as a B school for the last STAAR test 2022-23 school year (unofficially).

State Accountability (2023-2024 according to TEA School Report Card)

	Overall	Domain 1	Domain 2A	Domain 2B	Domain 3
2019	71	65	67	72	70

	Overall	Domain 1	Domain 2A	Domain 2B	Domain 3
2020	STAAR testing canceled due to Covid-19 - Not Rated				
2021	Not Rated				
2022	88	76	92	85	78
2023 (unofficial rating)	82	72	76	80	86
2024 (unofficial rating)		69		75	

Early Literacy Results TRC Results 1st Grade (2023-2024)

EOY (102 Students)			
Well Above	On Level	Below	Well Below
English: 9% Spanish: 3%	English: 0% Spanish: 8%	English: 8% Spanish: 0%	English: 83% Spanish: 89%

Early Literacy Results TRC Results 2nd Grade (2023-2024)

EOY (104 Students)			
Well Above	On Level	Below	Well Below
English: 14% Spanish: 11%	English: 13% Spanish: 11%	English: 14% Spanish: 9%	English: 59% Spanish: 69%

Last STAAR test 2023-24 school year by Subject.

		2024 STAAR & EOCs			
Grade	Subject	2023 Approaches	2023 Meets	2023 Masters	2023 STAAR Component Score
All Grades	All Subjects	68%	37%	14%	40
5	Math	70%	39%	13%	40
5	Reading	81%	57%	34%	57
5	Science	48%	16%	4%	23
4	Math	53%	29%	11%	31
4	Reading	81%	44%	12%	45
3	Math	67%	28%	12%	36
3	Reading	75%	42%	13%	43

Student Achievement Strengths

Based on the 2023-2024 School Year Data

- Reading 5th Grade, Interim Scores 64 - A (91)
- We met our goal in Masters for interim assessments in both subjects; we're close to meeting the Meets goal (3%).
- Reading is a strength across the different grade levels (according to interim, mock, and STAAR data).

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students in the primary grades are not demonstrating proficiency in reading skills. Students are reading two or more grade levels behind (91% of 1st graders and 73% of 2nd graders are reading below grade level). **Root Cause:** Teachers lack understanding of phonemic awareness, oral language development, and guided reading.

Problem Statement 2: STAAR results indicate deficiencies in math, as students went down in math scores in grades 3-5. **Root Cause:** A lack of focus on guided math and math instruction due to concerns with early literacy.

District Culture and Climate

District Culture and Climate Summary

At Carroll Elementary, we strive to ensure that all students and staff feel valued and respected. However, based on the staff survey, relationships between administrators and teachers need improvement. The student and parent survey reflect that safety measures are in place and the school feels secure. The area of concern based on the student survey is the hallway.

District Culture and Climate Strengths

- 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.
- Grade level team support that collaborates continuously
- Snack cart provided by Admin
- 75% of students feel safe at school
- Security measures provided by district

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): Building a school culture and climate that includes all stakeholders, and issues with discipline, has been a challenge **Root Cause:** Input from stakeholders is not included in all decisions, and strategies are not put in place with fidelity to ensure students are motivated to behave and follow the student code of conduct.

Problem Statement 2: Listening and validating all faculty and staff needs to be a priority. **Root Cause:** Administrators are new to the school, building relationships with the faculty and staff was not as successful as intended.

Problem Statement 3: Prioritize hallway procedures school-wide for student safety. **Root Cause:** Teachers are not using school-wide safety procedures (CHAMPS) and are not being held accountable.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Carroll Elementary, we have noticed an increase in teacher turnover, lack of disciplinary support, and visibility of administrators on campus. This could be caused due to a lack of understanding of the culture and climate of the school. As we move into the 24-25 school year, with new systems and structures in place, we could see an increase in teacher retention and administrative support.

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.
- The number of AA students align with the percentage of AA staff members.
- 11% of the staff has been here for 20 or more years.
- 48% of the staff feel safe at work.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Additional support is necessary for new teachers to attend professional development, work with their mentors, and receive recognition and feedback. **Root Cause:** Time and resources are limited to provide additional support and recognition to new teachers, as well as build the capacity of veterans.

Problem Statement 2: The turnover rate at CE has increased for the 23-24 school year. **Root Cause:** Change in administration.

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 Running Club, STEM Gems, Robotics, etc.

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.

Adhering to the TEKS based curriculum provided by Sheldon ISD with fidelity and the implementation of small group instruction to support the needs of all students is necessary to increase student achievement. Consistent progress monitoring through the use of common formative assessments and tracking student progress and providing intervention in a timely manner to the students who are not making adequate progress should be done throughout the school year. More resources, such as tutors, should be invested in 1st and 2nd grade to build a stronger foundation in reading. In 3rd-5th students are doing well in reading, specially our 5th graders, and 3rd and 4th are on track but math in the upper grades is an area that according to Interim are struggling.

Curriculum, Instruction, and Assessment Strengths

- Teacher have the opportunity and time built in the master calendar to collaborate with instructional specialist during professional learning community (PLC) meetings and planning meetings once per week.
- Carroll Elementary purchases a fact fluency program, Xtramath, for grades 1st-5th that provided a structured daily routine to practice addition, subtraction, multiplicatio,and division math facts. There are incentives per semester for students who complete at least one of the math fact programs.
- Teachers are provided a variety of instructional resources to support Tier-1 instruction and small group instruction. The resources include math manipulatives, guided reading books, and class library books.
- Assessment data is tracked and individual student progress is monitored. Teacher conduct goal setting conferences with students to make a goal for growth.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Some teachers are having trouble with the delivery of instruction in different areas. **Root Cause:** Teachers new to Sheldon are still learning

how to implement curriculum in the classroom.

Problem Statement 2: Students are below grade level in math and reading, especially in the lower grades. **Root Cause:** Math and reading instruction must be monitored to ensure that students are receiving quality differentiated instruction.

Family and Community Engagement

Family 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 70% 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 Parent Square, Facebook, X, 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.

The data reviewed on parent and community engagement indicates a robust and active involvement across multiple dimensions. There is a high level of participation in school events, with over 75% of parents attending parent-teacher conferences and various school-hosted workshops. Survey results reveal that 85% of parents feel welcomed and valued in their child's school environment. Additionally, community partnerships have flourished, with local businesses and organizations contributing resources and support for school programs, evidenced by a 60% increase in community-sponsored events and initiatives over the past year. These engagements have not only enhanced the educational experience but have also fostered a stronger, more cohesive community dedicated to student success.

Family and Community Engagement Strengths

Parent & Community Engagement Strengths:

- Parents and Community are willing to help.
- Parents are very resourceful.

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 including:

- Art Students' Participation in Houston Livestock Show
- GT Program and GT Expo
- 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
- Lunch/Breakfast With Students
- Meet the Teacher Nights
- Red Ribbon Week Activities
- 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
- GT showcase.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1 (Prioritized): Additional improvement in parent engagement and parent- teacher communication is necessary **Root Cause:** Lack of structure of communication between classroom teachers and parents to promote school events

Problem Statement 2: There is a lack of communication between the school and the community. **Root Cause:** The lack of events, volunteer opportunities, and consistent communication with parents.

District Organization

District Organization Summary

In our comprehensive campus needs assessment for Carroll Elementary, we conducted a detailed review of the master schedule, arrival and dismissal procedures, lunch plan, and the student and faculty handbook. This evaluation highlighted several strengths and areas for improvement across these key components:

School Context & Organization Strengths:

The master schedule now includes a longer Professional Learning Community (PLC) schedule, which has facilitated more in-depth collaborative planning and professional development among teachers, leading to enhanced instructional practices. Arrival and dismissal procedures are well-coordinated, ensuring a smooth transition at the beginning and end of the school day. The lunch plan includes behavior incentives that have effectively improved student behavior in the lunchroom. Additionally, the faculty handbook provides clear guidelines and expectations, fostering a structured and supportive environment for staff.

School Context & Organization Problems:

Despite these strengths, there are notable weaknesses in the school's organizational framework. The master schedule does not allow for a clean break between lunch periods, resulting in a rushed and chaotic transition for students and staff. Activities teachers face the challenge of split conference times, which is not their preferred arrangement, affecting their ability to plan effectively. The enforcement of lunchroom expectations lacks sustainability and consistency across different grade levels, leading to inconsistent behavior management. Moreover, the incentives for lunchroom behavior are not consistently planned and executed, reducing their effectiveness. Staff shortages and inconsistent dismissal processes create gaps in duty coverage, which are not reliably filled by substitutes, leading to uneven monitoring standards during all duties. Lack of substitute orientation and resources create lack of clarity on responsibilities. Lack of a campus-wide communication system for transportation changes poses a safety concern. Additionally, the absence of a parent handbook and a student dress code leaves gaps in communication and expectations, affecting school culture and student discipline.

District Organization Strengths

- The master schedule now includes a longer Professional Learning Community (PLC) schedule, which has facilitated more in-depth collaborative planning and professional development among teachers, leading to enhanced instructional practices.
- Arrival and dismissal procedures are well-coordinated, ensuring a smooth transition at the beginning and end of the school day.
- The lunch plan includes behavior incentives that have effectively improved student behavior in the lunchroom.
- Additionally, the faculty handbook provides clear guidelines and expectations, fostering a structured and supportive environment for staff.

Problem Statements Identifying District Organization Needs

Problem Statement 1 (Prioritized): The building walls are in need of retouch. **Root Cause:** The school is 15 years old and the walls in the building have not been retouched.

Problem Statement 2: Carroll Elementary faces organizational challenges that impact the overall efficiency and effectiveness of school operations. **Root Cause:** The root cause of these issues appears to be the lack of structured and consistent implementation of policies and practices.

Technology

Technology Summary

As of May 28, 2024, Carroll Elementary has a total of 540 working student devices on hand, with an additional 82 devices put aside for testing purposes. These devices are considered “working” in that the OS is up-to-date and there are no hardware or software issues that impede testing or completion of assessments. An abundance of 82 devices are put aside solely for testing purposes. Teachers have access to laptops and document cameras. The distinct bond has passed to fund interactive TVs for each classroom, but those have not arrived yet.

Furthermore, Carroll Elementary has a total of 106 out-of-date devices, for which the OS cannot be updated any further to allow state or district testing; there are also 35 actively broken devices. Devices are used regularly for Xtramath, iReady, STEMscopes, Reading A to Z, and STAAR testing. There are no district or campus procedures in place as to what occurs when a student purposefully damages a device.

Technology Strengths

- We have a 1:1 device to student ratio (Chromebook)
- The amount of extra testing devices on hand is above average
- Our technician, Isis, is extremely responsive to any issues that may arise on campus and works well in conjunction with Ms. Chacon and administration.

  Teacher training for technology

- All students cycle through the computer lab on an activity rotation

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): School needs additional technology resources for teachers and students to use in the classroom. **Root Cause:** Chromebooks must be taken care of properly by students, and funds should be allocated for technology along with PD on how to utilize those resources.

Problem Statement 2: Strides should be made to replace outdated devices with fresh ones so that all students can achieve success on district and campus level assessments; furthermore, campus procedures should be put into place for levels of consequences in regards to device breakage. **Root Cause:** The root cause is lack of consequences for device breakage and the large number of outdated, end-of-life devices to use for state, district, and campus level assessments.

Priority Problem Statements

Problem Statement 1: STAAR data showed decrease in students achieving expectations in reading, math, and science in specific subpops.

Root Cause 1: Training needed to help teachers meet the needs of African American, economically disadvantaged, and EB students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Building a school culture and climate that includes all stakeholders, and issues with discipline, has been a challenge

Root Cause 2: Input from stakeholders is not included in all decisions, and strategies are not put in place with fidelity to ensure students are motivated to behave and follow the student code of conduct.

Problem Statement 2 Areas: District Culture and Climate

Problem Statement 3: Additional support is necessary for new teachers to attend professional development, work with their mentors, and receive recognition and feedback.

Root Cause 3: Time and resources are limited to provide additional support and recognition to new teachers, as well as build the capacity of veterans.

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 4: Some teachers are having trouble with the delivery of instruction in different areas.

Root Cause 4: Teachers new to Sheldon are still learning how to implement curriculum in the classroom.

Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Additional improvement in parent engagement and parent- teacher communication is necessary

Root Cause 5: Lack of structure of communication between classroom teachers and parents to promote school events

Problem Statement 5 Areas: Family and Community Engagement

Problem Statement 6: The building walls are in need of retouch.

Root Cause 6: The school is 15 years old and the walls in the building have not been retouched.

Problem Statement 6 Areas: District Organization

Problem Statement 7: School needs additional technology resources for teachers and students to use in the classroom.

Root Cause 7: Chromebooks must be taken care of properly by students, and funds should be allocated for technology along with PD on how to utilize those resources.

Problem Statement 7 Areas: Technology

Problem Statement 8: Student attendance rates have been stagnant for the past three years, remaining at 94% ADA.

Root Cause 8: Students are not motivated to attend school, students are sick or parents don't know the impact missing school has on a students academics.

Problem Statement 8 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
- Planning and decision making committee(s) meeting data
- 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 released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- 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

- 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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention 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
- 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

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 2025, Carroll Elementary will increase the overall STAAR component score from 41 to 53 by increasing the number of students who achieve approaches, meets, and masters.

Performance Objective 1: A. By June 2025, the student achievement score for all students (including at-risk students) taking STAAR exams will increase from a 41 to 53 component score.

The percentage of approaches will increase to 80%
The percentage of meets will increase to 50%.
The percentage of masters will increase to 30%.

Evaluation Data Sources: 2025 STAAR assessment data and TAPR report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement objective-driven formative assessments to track and monitor student data and growth using running records, iReady, and teacher/CIS created assessments in all grade levels. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** By mock assessments, student test results will indicate an increase from the previous year's STAAR results for 4th and 5th grade (reading/math). **Staff Responsible for Monitoring:** Teachers Math/ELA Instructional coaches Principal Assistant Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** Progress will be monitored and indicate improvement on campus/district based assessments and STAAR exams. **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. - $18,000	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize a variety of research-based instructional resources (STEM, Flocabulary, Measuring Up, Paired Passage RLA, Step Up to the TEKS Math, Spanish Resources-RLA, and RAZ Plus) 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 such as headphones to be used by students to participate in these online programs. (October 2024, November 2024, December 2024) **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	25%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide a variety of testing materials to make the STAAR experience smooth for all students (including at-risk) including but not limited to printed materials, paper copies, books, Think Big Learning, and other resources. (August 2024- October 2024, December 2024, February 2025, April 2025, and June 2025) **Strategy's Expected Result/Impact:** Classroom Observations during STAAR testing **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Improve low-performing schools -	25%			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Headphones will be utilized to support instruction in the classroom in preparation for STAAR assessments (3rd grade math and accommodations) as well as TELPAS assessments in which students will need to practice listening, speaking, reading, and writing. **Strategy's Expected Result/Impact:** Students will show growth on their assessments by becoming familiar with these accommodations and using them regularly to prepare them for TELPAS. **Staff Responsible for Monitoring:** Teachers, Admin, Librarian **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments **Problem Statements:** Technology 1 **Funding Sources:** Headphones - 211-Title I - $1,500	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: STAAR data showed decrease in students achieving expectations in reading, math, and science in specific subpops. **Root Cause**: Training needed to help teachers meet the needs of African American, economically disadvantaged, and EB students.
Technology
Problem Statement 1: School needs additional technology resources for teachers and students to use in the classroom. **Root Cause**: Chromebooks must be taken care of properly by students, and funds should be allocated for technology along with PD on how to utilize those resources.

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

Performance Goal: By June 2025, Carroll Elementary will increase the overall STAAR component score from 41 to 53 by increasing the number of students who achieve approaches, meets, and masters.

Performance Objective 2: A. By June 2025, the student component score for all students taking the STAAR Reading will increase from a 41 to 53 by June 2025.

The percentage of approaches will increase to 80%.
The percentage of meets will increase to 50%.
The percentage of masters will increase to 30%.

Evaluation Data Sources: 2025 STAAR reading scores and TEA TAPR report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase availability of reading materials and resources in the classrooms and students' homes, including books, balanced literacy materials, Raz Kids Plus, and tutoring materials like Forde-Ferrer, Motivation Reading, Patterns of Power, Grammar Keepers, and other classroom library books. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** Increase in student achievement on DCAs and STAAR. **Staff Responsible for Monitoring:** RLA Instructional Coaches Principal **Problem Statements:** Demographics 1 **Funding Sources:** Books, Balanced Literacy Resources, and Classroom Libraries - 211-Title I - $5,000	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide interventions and staff support for reading language arts-low performing students through tutoring throughout the day and after school. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** Students will show growth on RLA STAAR exams. **Staff Responsible for Monitoring:** ELA Instructional Coaches Principal **Problem Statements:** Demographics 1 **Funding Sources:** Hire support staff to work with students on RLA in small groups - 211-Title I - $6,000	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will implement new learning of phonics and guided reading from BOY district provided training. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** Students will make one year's growth in reading which will be measured through monthly guided reading binder checks and iReady diagnostic testing. **Staff Responsible for Monitoring:** Principal Assistant Principal RLA CISs	25%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers will receive support for reading instruction through coaching cycles and professional development opportunities. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** Growth will be measured through CFAs, reading levels, practice and state assessments. **Staff Responsible for Monitoring:** Principal Assistant Principal RLA CISs	25%			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Students will write across content areas by implementing interactive notebooks, modeling of extended constructive responses, and writing stations. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** Progress will be measured when reviewing student writing samples and students' performance on writing CFAs, district assessments, and STAAR exams. **Staff Responsible for Monitoring:** Teachers CISs	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: STAAR data showed decrease in students achieving expectations in reading, math, and science in specific subpops. **Root Cause**: Training needed to help teachers meet the needs of African American, economically disadvantaged, and EB students.

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

Performance Goal: By June 2025, Carroll Elementary will increase the overall STAAR component score from 41 to 53 by increasing the number of students who achieve approaches, meets, and masters.

Performance Objective 3: A. By June 2025, the student component score for all students (including at-risk) taking the STAAR Math will increase from a 41 to 53.

The percentage of approaches will increase to 80%.
The percentage of meets will increase to 50%.
The percentage of masters will increase to 30%.

Evaluation Data Sources: 2025 Math STAAR Math scores and TEA TAPR report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 2) Provide Math intervention, small group instruction and tutorials with the use of Lone Star Daily Rigor resources (during school and after school) to target African American, EBs and SpEd student groups (and other identified struggling students, especially those identified as at-risk). (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **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 **Problem Statements:** Demographics 1 **Funding Sources:** Staff Support and Resources - 211-Title I - $15,000	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: By May 2025, the overall component score will increase by 10 percentage points in reporting category 2 (Computations and Algebraic Relationships) for all 3rd-5th students taking STAAR math by: -Providing small group instruction, tutorials, guided math, and total lessons. -Providing math fact support through Xtramath, fact fluency program. -Facilitating "at bats" for all grade levels during Planning sessions or PLC sessions. -Requiring student homework with multiplication facts (top and bottom charts) . (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** Progress will be measured by students' performance on 3rd-5th math STAAR. **Staff Responsible for Monitoring:** Teachers CISs	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: By May 2025, the on grade level placement will increase by a minimum of 10 percentage points in the Math iReady domains of Algebra and Algebraic Thinking for 1st and 2nd grade by: - Utilizing the Three Reads+ Strategy. -Monitoring the completion of iReady lessons. -Providing small group instruction in guided math and saddle time, tutorials, and total lesson. -Focus on student mastery of addition and subtraction facts. -Sending homework that enforces skills like skip counting and math facts to build up fluency. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** Progress will be measured by students' performance on the EOY iReady assessments. **Staff Responsible for Monitoring:** Teachers CISs	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: STAAR data showed decrease in students achieving expectations in reading, math, and science in specific subpops. **Root Cause**: Training needed to help teachers meet the needs of African American, economically disadvantaged, and EB students.

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

Performance Goal: By June 2025, Carroll Elementary will increase the overall STAAR component score from 41 to 53 by increasing the number of students who achieve approaches, meets, and masters.

Performance Objective 4: By June 2025, the student component score for all students (including at-risk) taking the STAAR science will increase from a 41 to 53.

The percentage of students at approaches will increase to 80%.
The percentage of students at meets will increase to 50%.
The percentage of students at masters will increase to 30%.

Evaluation Data Sources: 2025 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			
	Formative			Summative
	Nov	Jan	Mar	June
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. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **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	15%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The campus will provide hands on STEM experiences using manipulatives and materials to help anchor students' knowledge of science and STEM concepts. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **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	40%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Embedded professional development in science and STEM will be provided to teachers. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **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	25%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The campus will provide technology opportunities to students in all areas including Activity areas such as PE, STEM, Music, etc. Students will have access to Chromebooks, headphones with microphones, touchscreen tv, projectors, as needed for the 2024-2025 school year. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** Integration of technology in different areas on campus **Staff Responsible for Monitoring:** Principal Math CISs	25%			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Strategize methods of "showing work" by having students organize thoughts of what they know, starting as early as 2nd or 3rd grade. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** Progress will be measured through student performance on science CFAs, district assessments, and 5th grade Science STAAR exam. **Staff Responsible for Monitoring:** CIS District Science Specialist Science Teachers	25%			

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implement the following science vocabulary strategies to help the students be able to understand the terms to help them learn the words they may struggle with knowing before we get into the lesson: -The teachers can use the Frayer model with their students as a strategy to help the students learn the vocabulary that will be used during the lesson. -Use games, like picture bingo, and describe the science words that are in the pictures. -Use vocabulary notebooks for students to write down and use in a sentence. -Use vocabulary sorts in small group, notebooks, stations, or in games. -Use word walls to organize alphabetically or by topic including term, definition, and image. -Use exit tickets that relate to the vocabulary learned. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** Progress will be measured through student performance on science CFAs, district assessments, and 5th grade Science STAAR exam. **Staff Responsible for Monitoring:** CIS District Science Specialist Science Teachers	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Goal: By June 2025, Carroll Elementary will increase the overall STAAR component score from 41 to 53 by increasing the number of students who achieve approaches, meets, and masters.

Performance Objective 5: Carroll Elementary will increase student attendance from 94.75% to 95.25%.
(September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025)

Evaluation Data Sources: Average Weekly Attendance reports for the 2024-2025 school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Reward students with perfect attendance by giving attendance incentives (award) each nine weeks and/or EOY through House System which we are implementing this school year. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** Increased attendance as measured by attendance records, daily logs, excused files and records. **Staff Responsible for Monitoring:** Student attendance report broken down each week and each nine weeks period **Funding Sources:** - 199-General funds - $500	25%			

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 highly effective educators, as monitored by their T-TESS evaluations.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish and maintain a teacher mentor program for new teachers. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **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:** Lead Mentor, Coordinator of Compliance and Grants **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing **Problem Statements:** Staff Quality, Recruitment, and Retention 1	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement teacher survey soliciting information about what motivates the faculty and staff. (August 2024) **Strategy's Expected Result/Impact:** Decrease in campus teacher turn-over rate. **Staff Responsible for Monitoring:** Climate committee **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Establish Social Committee to focus on campus celebrations, campus outings, holiday party, teacher appreciation week, 12 days of Christmas, etc. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** Monthly morale boosters documented on faculty meeting agendas and decrease in campus teacher turn-over rate. **Staff Responsible for Monitoring:** Climate Committee **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	25%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **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 **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 1	25%			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide Solution Tree conference, Ron Clark staff development, and MTSS behavior PD to a team to bring back to campus and share with the rest of the staff. July 2024, October 2024, January 2025, February 2025, March 2025, April 2025, June 2025 **Strategy's Expected Result/Impact:** All Carroll Teachers **Staff Responsible for Monitoring:** Principal, AP, CISs **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: STAAR data showed decrease in students achieving expectations in reading, math, and science in specific subpops. **Root Cause**: Training needed to help teachers meet the needs of African American, economically disadvantaged, and EB students.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Additional support is necessary for new teachers to attend professional development, work with their mentors, and receive recognition and feedback. **Root Cause**: Time and resources are limited to provide additional support and recognition to new teachers, as well as build the capacity of veterans.

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

Performance Objective 2: By May 2025, 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 2024-2025 school year. Staff summative conferences will be evaluated for continued professional development.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will identify areas of professional growth as established by goal setting conferences and personalized professional development plans. (August 2024) **Strategy's Expected Result/Impact:** Goal Setting form, Observations and Walkthroughs, Summative conference **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **Problem Statements:** Staff Quality, Recruitment, and Retention 1 **Funding Sources:** Money for staff Professional Development - 211-Title I - $5,000	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Additional support is necessary for new teachers to attend professional development, work with their mentors, and receive recognition and feedback. **Root Cause**: Time and resources are limited to provide additional support and recognition to new teachers, as well as build the capacity of veterans.

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

Performance Objective 3: By August 2024, an increase in staff memberswill be AVID trained from 60% to 75%, as documented by AVID summer institute training certification.

Evaluation Data Sources: AVID training certification, AVID site plan

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 2024) **Strategy's Expected Result/Impact:** Completion of AVID Site Plan **Staff Responsible for Monitoring:** Principal **Problem Statements:** Staff Quality, Recruitment, and Retention 1 **Funding Sources:** AVID Yearly Certification - 211-Title I - $2,500	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Additional support is necessary for new teachers to attend professional development, work with their mentors, and receive recognition and feedback. **Root Cause**: Time and resources are limited to provide additional support and recognition to new teachers, as well as build the capacity of veterans.

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

Performance Objective 4: All decision making will be a collaborative effort in order to retain highly effective teachers and reduce teacher burnout/turnover.

Evaluation Data Sources: Decrease in teacher turnover

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement collaborative staff and team leader meetings at least once a month throughout the school year. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** Improvement in staff culture and climate survey results. **Staff Responsible for Monitoring:** Principal Assistant Principal	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: PBIS will implement a school wide system to decrease unwanted behaviors and support teachers with student concerns. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** This strategy will be measured by the successful implementation of the House System and a decrease in student referrals. **Staff Responsible for Monitoring:** Principal Assistant Principal PBIS committee House System committee **Problem Statements:** District Culture and Climate 1	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 1: Building a school culture and climate that includes all stakeholders, and issues with discipline, has been a challenge **Root Cause**: Input from stakeholders is not included in all decisions, and strategies are not put in place with fidelity to ensure students are motivated to behave and follow the student code of conduct.

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

Performance Objective 5: We will provide ongoing professional development opportunities to all staff members, new and/or struggling teachers, in order to build to their capacity.

Evaluation Data Sources: Teacher turnover, Staff Culture/Climate Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Put structures in place to utilize extended PLC blocks each week in order to allow for teachers to collaborate, create assessments, disaggregate data, and plan their instruction effectively. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** Lesson Plans, Data Trackers, CFAs, and Participation in PLC Process **Staff Responsible for Monitoring:** Principal Assistant Principal CISs Teachers	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Send teachers (House Leaders, admin, a CIS, and a new teacher) to the Ron Clark conference in November 2024 (Houston, TX), in order to learn more about rigorous instructional strategies, the House System, and empower as leaders who can come back and share with the rest of the staff (August 2024, January 2025); and send teachers/coaches/ admin to Rockin Review conference for Lead4ward STAAR review. **Strategy's Expected Result/Impact:** Teachers will have a better understanding of the House System and the Rigor necessary for teachers to enhance their instruction. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Problem Statements:** Staff Quality, Recruitment, and Retention 1	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Send PE Coach and para to THAEPRD conference in December in order to help build their capacity on how to engage students in movement as well as content-specific learning in their classrooms. October 2024, December 2024 **Strategy's Expected Result/Impact:** PE will incorporate movement with learning from other content areas. **Staff Responsible for Monitoring:** PE coaches, Administrators **Funding Sources:** Payment for Registration and Hotel - 211-Title I - $1,500	25%			

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Performance Objective 5 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: Additional support is necessary for new teachers to attend professional development, work with their mentors, and receive recognition and feedback. **Root Cause**: Time and resources are limited to provide additional support and recognition to new teachers, as well as build the capacity of veterans.

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

Performance Objective 1: By June 2025, 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide a variety of activities to encourage parent and community engagement. a. Title 1/Meet the Teacher/Open House b. AVID and Literacy Night c. Math and STEM Night d. Book Breakfast e. Training for parents f. Supplemental opportunities for parents of EB students g. Kindergarten and 5th grade transition events to be supported by parents. (Plan included in Title I crate) (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **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 Coaches **Title I:** 4.1, 4.2 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** Supplies and Materials - 211-Title I - $1,000, Refreshments - 199-General funds - $1,000	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct Parent Involvement Workshops in English and Spanish through Literacy Now (November 2024, December 2024) **Strategy's Expected Result/Impact:** Parent involvement surveys and sign-in sheets, and increased parental involvement as measured by attendance at campus events **Staff Responsible for Monitoring:** School Counselor **Title I:** 4.1 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1 **Funding Sources:** Refreshments - 211-Title I - $500	15%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 and provide monthly parent education activities on a variety of topics. All communication will be in Spanish and English. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** Parent participation **Staff Responsible for Monitoring:** After School Partnership Project Coordinator **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 185 Region 4 Grant - $500	25%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide parents with ways of communication including newsletter, home-school folders, phone logs, and Parentsquare communication. (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** Parent surveys **Staff Responsible for Monitoring:** Counselor Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Family and Community Engagement 1	25%			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: By May 2025, Carroll will provide more parental volunteer opportunities with the community that serves Carroll through PTO, committee participation, and Classroom Parent Day. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025)	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

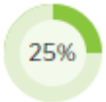
Performance Objective 1 Problem Statements:

Family and Community Engagement
Problem Statement 1: Additional improvement in parent engagement and parent- teacher communication is necessary **Root Cause**: Lack of structure of communication between classroom teachers and parents to promote school events

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 staff and student climate survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a college-theme for the campus exposing the scholars to post-secondary opportunities. - Career Pictures - College and Career Week - Careers on Wheels - College Day (every Wednesday) (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** College pennants displayed. Students wearing college t-shirts every Wednesday. Increased student awareness of post-secondary opportunities. **Staff Responsible for Monitoring:** Campus Administration AVID site coordinator School counselor **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase student motivation by providing supplemental programs and a reward system through the House System throughout the school year. 100th Day Celebration Hispanic Heritage Month Black History Month CE News Team End of the year awards assembly Spelling Bee Other (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** 90% of planned events are held. **Staff Responsible for Monitoring:** Campus Administration, Rep Council, Climate Committee, Librarian **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** House System App and Colt Store Items - 199-General funds - $5,000	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The After-School Program will promote the well-rounded learner by connecting learning in the core subject classrooms with aligned enrichment activities such as sports & fitness, art, student leadership, STEM, cooking, and performing and visual arts. (August 2024,September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025, June 2025, July 2025) **Strategy's Expected Result/Impact:** Student participation and completion of projects. **Staff Responsible for Monitoring:** After-School Program Coordinator **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** District Culture and Climate 1	25%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Offer an After-School Program that will provide academic assistance in reading, mathematics, science, social studies, and college and career readiness. (August 2024,September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025, June 2025, July 2025) **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 Site Coordinator, Principal, and After School Program Project Director **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	25%			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement a process to provide extra-curricular opportunities in order for students to receive a well-rounded education. a. Young Illustrators b. Gadget Girls 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 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **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 Assistant Principal **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - 211-Title I - $1,000	25%			

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Implement safety plans and dismissal strategies for all students, including ID badges, mesh backpacks, and the Safe Dismissal monitoring system. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **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	25%			

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Carroll Elementary will work with ECAs and Middle Schools to facilitate transition visits for Kindergarten and 5th grade students. **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:** Counselor, Librarian, Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Additional Targeted Support Strategy**	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Building a school culture and climate that includes all stakeholders, and issues with discipline, has been a challenge **Root Cause**: Input from stakeholders is not included in all decisions, and strategies are not put in place with fidelity to ensure students are motivated to behave and follow the student code of conduct.

Goal 5: Carroll Elementary will provide financial accountability.

Performance Objective 1: By June 2025, 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			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will implement a balanced budget. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** All budget expenditures will be tied to campus improvement plan. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning	20%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The campus secretary will attend district financial training. (September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025) **Strategy's Expected Result/Impact:** Financial requisitions will reflect required documentation for purchases based on district requirements. **Staff Responsible for Monitoring:** Principal	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Title I

Campus Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1			$400.00
1	5	1			$500.00
3	1	1	Refreshments		$1,000.00
4	1	2	House System App and Colt Store Items		$5,000.00
				Sub-Total	$6,900.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$18,000.00
				Sub-Total	$18,000.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Headphones		$1,500.00
1	2	1	Books, Balanced Literacy Resources, and Classroom Libraries		$5,000.00
1	2	2	Hire support staff to work with students on RLA in small groups		$6,000.00
1	3	1	Staff Support and Resources		$15,000.00
2	2	1	Money for staff Professional Development		$5,000.00
2	3	1	AVID Yearly Certification		$2,500.00
2	5	3	Payment for Registration and Hotel		$1,500.00
3	1	1	Supplies and Materials		$1,000.00
3	1	2	Refreshments		$500.00
4	1	5			$1,000.00
				Sub-Total	$39,000.00

185 Region 4 Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3			$500.00
				Sub-Total	$500.00