Sheldon Independent School District

H. M. Carroll Elementary

2023-2024 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: October 17, 2023

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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Comprehensive Needs Assessment

Revised/Approved: October 17, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

Comprehensive Needs assessment for EOY 2023-2024:

The Carroll Elementary SBDM Committee met on May 23, 2023 and may 26, 2023 and identified the following needs to be addressed the following school year 2023-2024. Additionally, we compared the interim results to preliminary STAAR data as shown below:

3rd-5th RLA 9% DNM, 62% (likely passed). and 28% (zone of uncertainty)

3rd-5th Math 8% DNM, 50% (likely passed). and 41% (zone of uncertainty)

3rd-5th Science 11% DNM, 46% (likely passed). and 42% (zone of uncertainty)

We also completed the EOY program evaluation review.

Based on this data, we determined the following campus needs:

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

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

3. Provide support for reading, math and science/STEM instruction (based on the results noted in our preliminary scores) through interventions and data tracking.

4. Empower students by including them in the process for creating reasonable goals for student growth for the upcoming school year (along with the assistance of teachers/CISs/ Admin).

The team consisted of:

Campus Improvement Decision-Making Committee

Committee Role Name Position

1st Grade: Suzanne Matute

2nd Grade: Nancy Galarza

3rd Grade: Geraldine Rivera

4th Grade: Chimere Petteway

5th Grade: Michelle Martinez

Ancillary: Heather Tyler

Leadership: Hillary Kern

Office/Other: Velia Gonzales

PTO: Irissa Shelley

District: Rachelle Ysquierdo

Admin: Solmaria Benavides

*Using what was added to our CNA, the parent/family engagement policy was developed by the campus SBDM committee members, including parents who serve on Carroll's SBDM committee.

*Upon the approval of the CIP by the Sheldon ISD Board of Trustees, the final CIP will be translated in Spanish to meet the needs of our student population and community.

*The Campus Improvement Plan and Parent and Family Engagement Policies are available on campus in the front office, on the campus website, the foyer of the Ney Administration Building, and the local community library.

On June 29th, the new campus principal, Veronica Garza Ed.D. reviewed the data and plans to further investigate campus needs once we receive scores and collaborate with campus staff.

Demographics

Demographics Summary

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 (2022-2023):

Hispanic	**74%**
White	2%
African American	22%
Asian	1%
Male	49%
Female	51%
Economically Disadvantaged	89%
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

3. Reading

4. Science

5. African American students and EcoDis Students

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

Year	Enrollment
2023	574

Student Demographics by Ethnicity

(2022-2023)

Ethnicity	Campus
Hispanic	74%
African American	22%
White	2%
Asian	1%
Two or More	1%

Student Demographics by Gender (2022-2023)

Gender	Campus
Female	51%
Male	49%

Student Demographics by Special Populations (2022-2023)

Special Population	Campus
Special Education	14%
ELL	39%
Gifted & Talented	10%
Section 504	2%
Economically Disadvantaged	89%

Staff Demographics by Ethnicity (2021-202 according to TAPR)

Ethnicity	Campus
Hispanic	57%
American Indian	0%
Asian	0%
African American	19%
Native Hawaiian	0%
White	22%
Two or More Races	3%

Staff Demographics by Gender (2021-2022 according to TAPR)

Gender	Campus
Male	11%
Female	89%

Staff Demographics by Years of Experience (2021-2022 according to TAPR)

Years of Experience	Campus
Beginning	3%
1-5 Years	38%
6-10 Years	22%
11-20 Years	22%
Over 20 Years	16%

Demographics Strengths

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

Our gifted and talented population is at 10%

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (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 two years, remaining at 94% ADA. **Root Cause:** Students are not motivated to attend school, students are sick, or parents do not realize the impact absences have on their children's education.

Student Achievement

Student Achievement Summary

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

Based on STAAR our overall for the 2022-2023 school year. Carrol Elementary's overall rating was B.

Carroll Elementary was rated as a B school for the last STAAR test 2022-23 school year. We received 2 distinction designations: one for reading, one for science.

State Accountability (2022-2023 according to TEA School Report Card)

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

Early Literacy Results MClass Dibels Results 1st Grade (2022-2023)

EOY (99 Students)			
Well Above	On Track	Below	Well Below
English: 32% Spanish: 21%	English: 30% Spanish: 40%	English: 13% Spanish: 9%	English: 25% Spanish: 30%

Early Literacy Results MClass Dibels Results 2nd Grade (2022-2023)

EOY (67 Students)			
Well Above	On Track	Below	Well Below
English: 23% Spanish: 15%	English: 29% Spanish: 49%	English: 15% Spanish: 18%	English: 33% Spanish: 18%

Last STAAR test 2022-23 school year by Subject.

		2023 STAAR & EOCs			
Grade	Subject	2023 Approaches	2023 Meets	2023 Masters	2023 STAAR Component Score
All Grades	All Subjects	72%	43%	24%	48
5	Math	82%	49%	28%	53
5	Reading	82%	64%	41%	62
5	Science	70%	46%	27%	48
4	Math	58%	30%	11%	33
4	Reading	78%	48%	24%	50
3	Math	64%	26%	13%	34
3	Reading	71%	43%	23%	45

Student Achievement Strengths

For the 2022-2023 School year STAAR scores

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

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): The campus received a 76 on student achievement and a component/scaled score of 78 on closing the gap for the 2022-2023 school year. It is necessary to improve achievement in the areas of math, reading, and science for ALL students to improve in these areas. **Root Cause:** Only 43% of students were on or above grade level for 1st grade reading TRC English and 24% were on or above grade level for 1st grade reading TRC Spanish at the end of the 22-23 school year. Also, only 52% of students were on or above grade level for 2nd grade reading TRC English and 33% of students were on or above grade level for 2nd grade reading at the end of the 22-23 school year.

School Culture and Climate

School Culture and Climate Summary

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

- Attendance for students
- Improve Tier 1 Instruction and Intervention

The campus' student attendance rate for the 2021-2022 school year was 94.48%

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

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

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

School Culture and Climate Strengths

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

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (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.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Staff Quality, Recruitment, and Retention Strengths

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

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (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.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

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

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

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

Reading:

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

Math:

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

Science:

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

Carroll Elementary implements technology in the following areas:

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

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

Curriculum, Instruction, and Assessment Strengths

Saddle time

Guided Math

Guided Reading

Tutoring as needed

Teacher/Coaches develop formative assessments

Teachers, Coaches, and Administrators plan togheter

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (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.

Parent and Community Engagement

Parent and Community Engagement Summary

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

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

Parent and Community Engagement Strengths

To establish strong parent involvement activities at Carroll Elementary in grades 1-5, district and school staff will involve parents in appropriate training for service in voluntary instructional and support roles at school. Parents will be invited to become active participants in their child's learning at every grade level, including membership in a variety of organizations including:

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

- Careers on Wheels
- GT showcase.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (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

School Context and Organization

School Context and Organization Summary

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

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

School Context and Organization Strengths

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

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

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1 (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.

Technology

Technology Summary

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

Technology Strengths

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

Problem Statements Identifying Technology Needs

Problem Statement 1 (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.

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: The campus received a 76 on student achievement and a component/scaled score of 78 on closing the gap for the 2022-2023 school year. It is necessary to improve achievement in the areas of math, reading, and science for ALL students to improve in these areas.

Root Cause 2: Only 43% of students were on or above grade level for 1st grade reading TRC English and 24% were on or above grade level for 1st grade reading TRC Spanish at the end of the 22-23 school year. Also, only 52% of students were on or above grade level for 2nd grade reading TRC English and 33% of students were on or above grade level for 2nd grade reading at the end of the 22-23 school year.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Building a school culture and climate that includes all stakeholders, and issues with discipline, has been a challenge

Root Cause 3: 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 3 Areas: School Culture and Climate

Problem Statement 4: Additional support is necessary for new teachers to attend professional development, work with their mentors, and receive recognition and feedback.

Root Cause 4: Time and resources are limited to provide additional support and recognition to new teachers, as well as build the capacity of veterans.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Some teachers are having trouble with the delivery of instruction in different areas.

Root Cause 5: Teachers new to Sheldon are still learning how to implement curriculum in the classroom.

Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Additional improvement in parent engagement and parent- teacher communication is necessary

Root Cause 6: Lack of structure of communication between classroom teachers and parents to promote school events

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 7: The building walls are in need of retouch.

Root Cause 7: The school is 15 years old and the walls in the building have not been retouched.

Problem Statement 7 Areas: School Context and Organization

Problem Statement 8: School needs additional technology resources for teachers and students to use in the classroom.
Root Cause 8: 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 8 Areas: Technology

Problem Statement 9: Student attendance rates have been stagnant for the past two years, remaining at 94% ADA.
Root Cause 9: Students are not motivated to attend school, students are sick, or parents do not realize the impact absences have on their children's education.
Problem Statement 9 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

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

Support Systems and Other Data

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

- Action research results
- Other additional data

Goals

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

Performance Goal: By June 2024, Carroll Elementary will increase the overall STAAR component score from 43 to 48 by increasing the number of students who achieve approaches, meets, and masters.

Performance Objective 1: A. By June 2024, the student achievement score for all students taking STAAR exams will increase from a 43 to a 48 component score.

The percentage of approaches will increase from 72% in 2023 to 75% in 2024.
The percentage of meets will increase to from 41% to 50%.
The percentage of masters will increase from 15% to 20%.

Evaluation Data Sources: 2024 STAAR assessment data and TAPR report

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Invest more time into reviewing the TEKS, the last STAAR assessment results, and work with C&I to implement new curriculum.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Comprehensive Support Strategy Targeted Support Strategy 1) Implement Objective-driven formative assessments to progress monitoring and track student data and growth using Guided Reading, Running records, mClass, and teacher/CIS created assessments in all grade levels. This strategy will meet the needs of all students to meet the needs of all students to meet the challenging State academic standards. (Periodically scheduled through September 2023- May 2024) (September 2023- February 2024) **Strategy's Expected Result/Impact:** By the end of the 1st quarter we will review DCA data and expected results should be an increase of 5 percentage. **Staff Responsible for Monitoring:** Teachers Math/ELA Instructional coaches Principal Assistant Principal **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Achievement 1 **Funding Sources:** - 211-Title I - $2,500				

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. This strategy addresses the needs of all students in the school, but particularly the needs of those at-risk of not meeting the challenging State academic standards. (January 2023 - June 2024) **Strategy's Expected Result/Impact:** Campus and district based assessments will be used as monitoring tool Attendance Sign In Sheets and STAAR passing percentages **Staff Responsible for Monitoring:** Math/ELA instructional coach Assistant Principal Principal **TEA Priorities:** Build a foundation of reading and math **- Additional Targeted Support Strategy** **Problem Statements:** Demographics 1 - Student Achievement 1 **Funding Sources:** - 199-State Comp. Ed. - $2,500	40%	55%	85%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize a variety of research-based instructional resources (STEM) and strategies (Balanced Literacy, Lead4ward, DRA, stem scopes, Education Galaxy, AVID, Learning A-Z, electronic data walls, and intervention strategies) to maximize learning. Including technology integration such as document cameras and use by and for students. (August 2023- October 2023, November 2023, December 2023, January 2024, February 2024, April 2024, and June 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 **Problem Statements:** Demographics 1 - Student Achievement 1	40%	60%	85%	100%

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 but not limited to printed materials, paper copies, books, Think Big Learning, and other resources. (August 2023- October 2023, December 2023, February 2024, April 2024, and June 2024) **Strategy's Expected Result/Impact:** Classroom Observations during STAAR testing **Staff Responsible for Monitoring:** Campus Administrators **TEA Priorities:** Improve low-performing schools - **Problem Statements:** Demographics 1 - Student Achievement 1				

 No Progress  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.

Student Achievement
Problem Statement 1: The campus received a 76 on student achievement and a component/scaled score of 78 on closing the gap for the 2022-2023 school year. It is necessary to improve achievement in the areas of math, reading, and science for ALL students to improve in these areas. **Root Cause**: Only 43% of students were on or above grade level for 1st grade reading TRC English and 24% were on or above grade level for 1st grade reading TRC Spanish at the end of the 22-23 school year. Also, only 52% of students were on or above grade level for 2nd grade reading TRC English and 33% of students were on or above grade level for 2nd grade reading at the end of the 22-23 school year.

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

Performance Goal: By June 2024, Carroll Elementary will increase the overall STAAR component score from 43 to 48 by increasing the number of students who achieve approaches, meets, and masters.

Performance Objective 2: A. By June 2023, the student component score for all students taking the STAAR Reading will increase to a 54 in 2024.

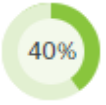
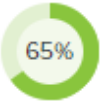
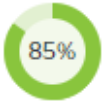
The percentage of approaches will increase to 83% in 2024.
The percentage of meets will increase to 52%.
The percentage of masters will increase to 28%.

Evaluation Data Sources: 2024 STAAR Reading scores and TEA TAPR report

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Increase component score by 4 points in 2025.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase availability of reading materials in the classrooms and students' homes, including books, balanced literacy materials, and tutoring materials like Forde-Ferrer, Motivation Reading, Patterns of Power, Grammar Keepers, and other classroom library books. (October 2023, May 2024, June 2024) **Strategy's Expected Result/Impact:** Additional materials to use in classrooms to increase student achievement on DCAs and STAAR. **Staff Responsible for Monitoring:** ELA Instructional Coaches Principal **Problem Statements:** Demographics 1 - Student Achievement 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide interventions for Reading Language Arts low performing students through tutoring throughout the day and after school. (October 2023-June 2024) **Strategy's Expected Result/Impact:** Increase achievement in RLA. **Staff Responsible for Monitoring:** ELA Instructional Coaches Principal **Problem Statements:** Demographics 1 - Student Achievement 1				

 No Progress  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.
Student Achievement
Problem Statement 1: The campus received a 76 on student achievement and a component/scaled score of 78 on closing the gap for the 2022-2023 school year. It is necessary to improve achievement in the areas of math, reading, and science for ALL students to improve in these areas. **Root Cause**: Only 43% of students were on or above grade level for 1st grade reading TRC English and 24% were on or above grade level for 1st grade reading TRC Spanish at the end of the 22-23 school year. Also, only 52% of students were on or above grade level for 2nd grade reading TRC English and 33% of students were on or above grade level for 2nd grade reading at the end of the 22-23 school year.

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

Performance Goal: By June 2024, Carroll Elementary will increase the overall STAAR component score from 43 to 48 by increasing the number of students who achieve approaches, meets, and masters.

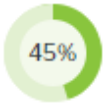
Performance Objective 3: A. By June 2024, the student component score for all students taking the STAAR Math will increase to 54 in 2024.

The percentage of approaches will increase from 86% in 2024.
The percentage of meets will increase to 54%.
The percentage of masters will increase to 25%.

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

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Increase component score by 4 points in 2025.

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, ELL and SpEd student groups (and other identified struggling students, especially those identified as at-risk). This strategy addresses the needs of all students in the school, but particularly the needs of those at-risk of not meeting the challenging State academic standards. (January 2024, April 2024, May 2024) **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 - Student Achievement 1 **Funding Sources:** - 199-General funds - $700				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide math fact support through Xtra Math to use during school and after school (August 2023, April 2024) **Strategy's Expected Result/Impact:** Xtra Math tracking system **Staff Responsible for Monitoring:** Instructional Coaches **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Demographics 1 - Student Achievement 1 **Funding Sources:** - 199-General funds - $500				

 No Progress  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.

Student Achievement
Problem Statement 1: The campus received a 76 on student achievement and a component/scaled score of 78 on closing the gap for the 2022-2023 school year. It is necessary to improve achievement in the areas of math, reading, and science for ALL students to improve in these areas. **Root Cause**: Only 43% of students were on or above grade level for 1st grade reading TRC English and 24% were on or above grade level for 1st grade reading TRC Spanish at the end of the 22-23 school year. Also, only 52% of students were on or above grade level for 2nd grade reading TRC English and 33% of students were on or above grade level for 2nd grade reading at the end of the 22-23 school year.

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

Performance Goal: By June 2024, Carroll Elementary will increase the overall STAAR component score from 43 to 48 by increasing the number of students who achieve approaches, meets, and masters.

Performance Objective 4: By June 2024, the student component score for all students taking the STAAR science will increase to 52 in 2024.

The percentage of students at approaches will increase to 85% in 2024.
The percentage of students at meets will increase to 45%.
The percentage of students at masters will increase to 25%.

Evaluation Data Sources: 2024 STAAR Science summary and end of year district science assessment data will be disaggregated to identify areas of strengths and needs.

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Increase component score by 10 points in 2025.

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. (April 2023- May 2024) **Strategy's Expected Result/Impact:** Increased achievement on campus CFAs and district DCAs. **Staff Responsible for Monitoring:** Science teacher Math/Science Instructional Coach **Problem Statements:** Demographics 1 - Student Achievement 1 **Funding Sources:** - 199-General funds - $400				

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. (August 2023- June 2024) **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 **Problem Statements:** Demographics 1 - Student Achievement 1 **Funding Sources:** - 211-Title I - $250, - 199-General funds - $850	40%	65%	85%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Embedded professional development in science and STEM will be provided to teachers. (October 2023, January 2024, March 2024) **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 **Problem Statements:** Demographics 1 - Student Achievement 1	40%	65%	85%	→

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 like such as PE, STEM, Music, etc. Students will have access to Chromebooks, headphones with microphones, touchscreen tv, projectors, as needed for the 2023-2024 school year. **Strategy's Expected Result/Impact:** Integration of technology in different areas on campus **Staff Responsible for Monitoring:** Principal Director of Innovative Programs **Problem Statements:** Technology 1	40%	60%	85%	→

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

Performance Objective 4 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.

Student Achievement

Problem Statement 1: The campus received a 76 on student achievement and a component/scaled score of 78 on closing the gap for the 2022-2023 school year. It is necessary to improve achievement in the areas of math, reading, and science for ALL students to improve in these areas. **Root Cause**: Only 43% of students were on or above grade level for 1st grade reading TRC English and 24% were on or above grade level for 1st grade reading TRC Spanish at the end of the 22-23 school year. Also, only 52% of students were on or above grade level for 2nd grade reading TRC English and 33% of students were on or above grade level for 2nd grade reading at the end of the 22-23 school year.

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 2024, Carroll Elementary will increase the overall STAAR component score from 43 to 48 by increasing the number of students who achieve approaches, meets, and masters.

Performance Objective 5: Carroll Elementary will increase student attendance from 93.71% to 95%.

Evaluation Data Sources: Average Weekly Attendance reports for the 2023-2024 school year.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue with this goal of 95% ADA.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Reward students with perfect attendance by giving attendance incentives (award) each week, each nine weeks and/or EOY through PBIS incentive program (September 2023- June 2024) **Strategy's Expected Result/Impact:** Increased attendance as measured by attendance records, daily logs, excused files and records. School attendance rate will be at 98% **Staff Responsible for Monitoring:** Student attendance report broken down each week and each nine weeks period **Problem Statements:** Demographics 2 **Funding Sources:** - 199-General funds - $400				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 2: Student attendance rates have been stagnant for the past two years, remaining at 94% ADA. **Root Cause**: Students are not motivated to attend school, students are sick, or parents do not realize the impact absences have on their children's education.

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

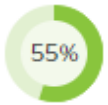
Performance Objective 1: Carroll Elementary classrooms are taught by a highly effective educator, as monitored by district teacher monthly evaluation.

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

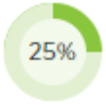
Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Work on retaining more teachers and ensuring all adjuncts are fully certified by the end of the year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Establish and maintain a teacher mentor program for new teachers. (August 2023- October 2023, December 2023, February 2024, April 2024, and June 2024) **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 - Curriculum, Instruction, and Assessment 1				

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 2023- May 2024) **Strategy's Expected Result/Impact:** Surveys completed and documented on faculty meeting agenda. Campus will have 60% of its teachers complete survey. Decrease in campus teacher turn-over rate. **Staff Responsible for Monitoring:** Climate committee **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

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. (August 2023- October 2023, December 2023, February 2024, April 2024, and June 2024) **Strategy's Expected Result/Impact:** Monthly morale boosters documented on faculty meeting agendas. Decrease in campus teacher turn-over rate. **Staff Responsible for Monitoring:** Climate Committee **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 1				

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. (August 2023, October 2023, December 2023, January 2024, February 2024, April 2024, May 2024, June and July 2024) **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:** Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** Professional Development - $1,500				

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 2023, October 2023, January 2024, February 2024, March 2024, April 2024, June 2024 **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 **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1				

 No Progress  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.
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.
Curriculum, Instruction, and Assessment
Problem Statement 1: 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.

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

Performance Objective 2: By May 2024, 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 2023-2024 school year. Staff summative conferences will be evaluated for continued professional development.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue with this goal.

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. (September 2022, January 2023, May 2023) **Strategy's Expected Result/Impact:** Goal Setting form, Observations and Walkthroughs, Summative conference **Staff Responsible for Monitoring:** Principal, Assistant Principal, Teachers **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1	40%	55%	85%	100%

No Progress | 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.
Curriculum, Instruction, and Assessment
Problem Statement 1: 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.

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

Performance Objective 3: By July 2024, an increase of staff will be AVID trained from 50% to 60%, as documented by AVID summer institute training certification in July 2024.

Evaluation Data Sources: AVID training certification
AVID site plan

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: All teachers will receive AVID training (either over the summer, by the district, or by our AVID campus coordinator).

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 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** AVID Summer Institute - 199-State Comp. Ed. - $11,000, AVID Yearly Certification - 211-Title I - $2,500				

 No Progress  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.
Curriculum, Instruction, and Assessment
Problem Statement 1: 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.

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

Performance Objective 1: By June 2024, promote parental volunteer and home-school communication will increase. Items such as our poster maker will be utilized by parent volunteers, and posters will be created to provide communication to parents.

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.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Work closely with PTO and counselor to provide more opportunities to work with the community.

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 EL students g. Kindergarten and 5th grade transition events to be supported by parents. (Plan included in Title I crate) (August 2023- May 2024) **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 **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** Supplies and Materials - 211-Title I - $500, Refreshments - 211-Title I - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to conduct Parent Involvement Workshops in English and Spanish - Parent University Series. (September 2023, November 2023, April 2024) **Strategy's Expected Result/Impact:** Parent involvement surveys and sign in sheets, Increased parental involvement as measured by attendance at campus events **Staff Responsible for Monitoring:** School Counselor **Title I:** 4.1 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** Refreshments - 211-Title I - $500				

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. (October 2023, January 2024, February 2024, March 2024, April 2024, May 2024) **Strategy's Expected Result/Impact:** Parent participation **Staff Responsible for Monitoring:** After School Partnership Project Coordinator **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1 **Funding Sources:** - 185 Region 4 Grant - $400				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide parents with ways of communication including Newsletter, and student activity calendar and daily planner in both English and Spanish, home-school folders, including training on access to these materials with the use of a poster maker (September 2023, April 2024, June 2024) **Strategy's Expected Result/Impact:** Parent survey **Staff Responsible for Monitoring:** Counselor Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Problem Statements:** Parent and Community Engagement 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide our parents and students with a book and strategies to support students' reading levels during Summer Break. **Strategy's Expected Result/Impact:** Students will practice reading with parents during the summer. **Staff Responsible for Monitoring:** Principal / Librarian **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** School Culture and Climate 1 - Parent and Community Engagement 1	N/A			

 No Progress  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.

Parent 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

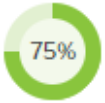
Goal 4: Carroll Elementary will ensure a safe and positive environment for all students.

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

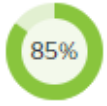
Evaluation Data Sources: End of the year student climate survey

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to work on improving climate and culture through the House System and relationship building.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a college-theme for the campus exposing the scholars to postsecondary opportunities. - Career Pictures - College and Career Week - Careers on Wheels - College Day (every Wednesday) (September 2023- June 2024) **Strategy's Expected Result/Impact:** College pennants displayed. College of the Week announcements, Students wearing college t-shirts every Wednesday. Increased student awareness of postsecondary opportunities. **Staff Responsible for Monitoring:** Campus Administration AVID site coordinator School counselor **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 **Problem Statements:** Student Achievement 1 - School Culture and Climate 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase student motivation by providing supplemental programs and a reward system through PBIS throughout the school day. 100th Day Celebration Hispanic Heritage Month Black History Month CE News Team End of the year awards assembly Spelling Bee Colt Cash Reward system program Other (August 2023 - June 2024) **Strategy's Expected Result/Impact:** 90% of planned events are held. **Staff Responsible for Monitoring:** Campus Administration, Rep Council, Climate Committee, Student Motivation Committee, Librarian **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - School Culture and Climate 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The after school program will encourage self expression and creativity with our Arts and Crafts class in which students will complete seasonal and other creative projects throughout the year. (August 2023-June 2024) **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:** Demographics 2 - School Culture and Climate 1 **Funding Sources:** Supplies and materials				

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 2023- June 2024) **Strategy's Expected Result/Impact:** Formative: * Student attendance in the After School Program * Student participation in intervention programs * Parent participation in parent workshops Summative: * Student participation & attendance * Parent participation goal achieved **Staff Responsible for Monitoring:** After school Program Team Leader, Partnership Site Coordinator, Principal, and Director of Grant Development and Compliance **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 **Problem Statements:** Demographics 1, 2 - Student Achievement 1 **Funding Sources:** Professional development - $250, Supplies and materials - $300, Extra duty pay for tutorials - 199-State Comp. Ed. - $2,000				

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 2023-June 2024) **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 **Problem Statements:** Demographics 2 - School Culture and Climate 1 **Funding Sources:** - 199-General funds - $500	40%	55%	85%	

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, Kevin Aycock Safe Dismissal monitoring system. (August 2023-June 2024) **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 **Problem Statements:** Parent and Community Engagement 1	40%	60%	85%	100%

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** **Problem Statements:** Demographics 2 - School Culture and Climate 1	10%	50%	85%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Offer an After School program that provides academic assistance for at-risk students as well as enrichment activities aligned to the performing and visual arts that promote the well-rounded learner by connecting learning in the arts to the learning in the core subject classrooms. (October 2023, January 2024, February 2024, March 2024, April 2024, May 2024, June 2024) **Strategy's Expected Result/Impact:** * Student attendance in the After School Program * Student participation in programs * Parent participation **Staff Responsible for Monitoring:** Afterschool coordinator Assistant Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 2 - Student Achievement 1 - School Culture and Climate 1	40%	55%	80%	100%

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.

Problem Statement 2: Student attendance rates have been stagnant for the past two years, remaining at 94% ADA. **Root Cause**: Students are not motivated to attend school, students are sick, or parents do not realize the impact absences have on their children's education.

Student Achievement

Problem Statement 1: The campus received a 76 on student achievement and a component/scaled score of 78 on closing the gap for the 2022-2023 school year. It is necessary to improve achievement in the areas of math, reading, and science for ALL students to improve in these areas. **Root Cause**: Only 43% of students were on or above grade level for 1st grade reading TRC English and 24% were on or above grade level for 1st grade reading TRC Spanish at the end of the 22-23 school year. Also, only 52% of students were on or above grade level for 2nd grade reading TRC English and 33% of students were on or above grade level for 2nd grade reading at the end of the 22-23 school year.

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.

Parent 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 5: Carroll Elementary will provide financial accountability.

Performance Objective 1: By June 2024, 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.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Work more closely with my new secretary to ensure that we utilize all campus funds.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The campus will implement a balanced budget. (August 2023- July 2024) **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 **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Technology 1	40%	55%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The campus secretary will attend district financial training. (August 2023- September 2024) **Strategy's Expected Result/Impact:** Financial requisitions will reflect required documentation for purchases based on district requirements. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Staff Quality, Recruitment, and Retention 1 - Technology 1	40%	55%	80%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 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.
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.

Title I

Campus Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$700.00
1	3	2			$500.00
1	4	1			$400.00
1	4	2			$850.00
1	5	1			$400.00
4	1	5			$500.00
				Sub-Total	$3,350.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$2,500.00
2	3	1	AVID Summer Institute		$11,000.00
4	1	4	Extra duty pay for tutorials		$2,000.00
				Sub-Total	$15,500.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$2,500.00
1	4	2			$250.00
2	3	1	AVID Yearly Certification		$2,500.00
3	1	1	Supplies and Materials		$500.00
3	1	1	Refreshments		$1,000.00
3	1	2	Refreshments		$500.00
				Sub-Total	$7,250.00

185 Region 4 Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3			$400.00
				Sub-Total	$400.00